



Preview – Information



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Google Slides Lessons Preview





BC Language Curriculum

Reading Comprehension – Grade 7

3-Part Lesson Format

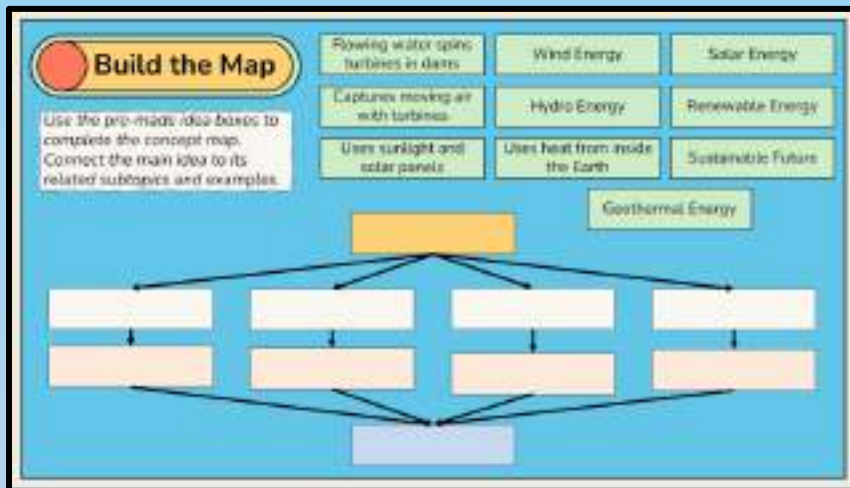
Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

Learning Goal

What are Reading Comprehension Strategies?

We are learning to understand different reading comprehension strategies so we can make connections, ask questions, make inferences, predict outcomes, and visualize ideas to better understand what we read.



Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the passage carefully and think about how good readers use strategies to understand and respond to texts.

Ernest spends a weekend at his grandfather's lighthouse on a rocky point. Thick fog wraps the harbor; the horn blows every thirty seconds. The air smells of salt and kelp. Waves slap the stones. Grandpa polishes the glass, and the red beam sweeps the grey. The radio crackles: "...low battery... north buoy..." then silence. Ernest notices gulls gone quiet and the barometer needle rise. In the lighthouse, coils of rope and bright lifejackets hang nearby. Grandpa checks the tide chart and circles midnight. He asks Ernest to keep the log while he tests the backup lamp. Through the window she spots a faint shape near the bell buoy. It drifts, then jerks sideways. The horn sounds again, longer, and Ernest wonders who is out there.

Consolidation – The Lighthouse in Fog

- Making Connections** – (1) How does this scene connect to something you know—an adventure story, or a similar thing you've faced? (2) Name a real event or story about a rescue or warning at sea. How is it similar?
- Questioning** – (1) What how/why question would you ask about the radio message "...low battery... north buoy..."? (2) What is one more need-to-know question you have about the faint shape near the bell buoy?
- Visualizing** – Describe the scene using three senses (sight, sound, smell). Quote the trigger words.
- Prediction** – (1) What do you predict might happen by midnight, when the tide changes? Why? (2) Who or what do you predict the faint shape could be? Explain your best reason.
- Inference** – What can you infer about the weather that is coming? Use two clues.



BC Language Curriculum

Reading Comprehension – Grade 7

Read the email. Then, drag the boxed words to their correct meanings on the table that is found on the right side.

Dear Students,

Our class has been invited to join the community **initiative** next Saturday to help clean up Riverside Park. This event is organized to **stimulate** environmental awareness and teamwork among local schools. Volunteers will help **amass** litter, separate recyclables, and plant small shrubs near the riverbank.

Please wear **robust** shoes and bring a reusable water bottle. All supplies will be **allocated**, but you are encouraged to bring gloves if you have them. This is a great opportunity to make a positive **impact** and show pride in our neighbourhood.

See you all there!

Sincerely,
Mr. Thomson

Match Their Meanings

Drag and drop the vocabulary words below	Meaning – Use Context Clues or Look Up Word Meanings
	A powerful or lasting effect on something or someone
	To gather items, usually for a specific purpose
	A project or action started to make a positive change
	Supplied or made available for use
	To support or kick-start an idea
	Strong and able to last a long time

allocated

initiate

amass

stimulate

robust

impact

Read the statement carefully. Decide if the writer's message is explicit or implicit. Drag "Explicit" or "Implicit" to show your answer.

Characteristic	Answer
1) Every student should take part in community service—it builds character.	
2) The new school schedule is great—it finally gives us enough time for lunch.	
3) The art club's mural makes the hallway look so much brighter.	
4) I guess some people think cleaning up after themselves is optional.	
5) It's strange how some teachers never seem to notice when the Wi-Fi stops working.	
6) I can't say the cafeteria pizza is my favourite, but it's... interesting.	
7) Joining the robotics team was the best decision I made this year.	

Explicit

Implicit

Character Symbols

After reading, match each character to the symbolic meaning that best fits them. You might be teaching through these symbols.

The Garden of Mirrors – Symbolic Meanings	Answer
Truth and self-reflection	
Community and shared understanding	
Carelessness and growth through learning	
Confusion or ignorance	
Wisdom and forgiveness	

Lila

Rowan

The Mirrors

The Fog

The Villagers



BC Language Curriculum

Reading Comprehension – Grade 7

SWISH and SWALLOW
always rinse after eating

4 RULES FOR GOOD TEETH

1. Use toothpaste and brush for two minutes.
2. Don't eat or drink for 30 minutes after brushing.
3. Floss once a day.
4. Visit the dentist twice a year.

Mini Poster Challenge
Read the persuasive poster carefully.

Question	Answer
1) Is the poster giving instructions or advice?	
2) What is the main message of this poster?	
3) Why does the poster use bright colours?	
4) How does the cartoon character help communicate the message?	
5) Why do you think the poster uses numbered steps?	
6) What audience is this poster mainly designed for?	
7) Does the poster appeal more to emotion or facts?	

Similar
Use the number label of the fact strips to sort information. Place each fact number in the correct circle. One circle is for Electric Cars, one for Gasoline Cars, and the middle section is for things they share.

Electric Cars (E) Shared Features (S) Gasoline Cars (G)

1. Electric cars are quiet.
2. Gasoline cars are noisy.
3. Electric cars are better for the environment.
4. Gasoline cars are better for the environment.
5. Electric cars need charging instead of refueling.
6. Gasoline cars can refuel quickly at a gas station.
7. Electric cars are quiet on the road.
8. Gasoline cars depend on nonrenewable fuel.
9. Both allow people to travel easily.
10. Both offer comfort and convenience.

Matching Activity – Which One is Haiku?

✓ ✗

Haiku 1:
Heartbeat races,
The ball goes up and time stops,
Swish the crowd goes wild.
Reason: _____

Haiku 2:
The rocket takes off,
Flames light up the endless sky,
Science meets the stars.
Reason: _____

Haiku 3:
My alarm clock rings,
I groan and pull up my sheets,
Monday wins again.
Reason: _____

Haiku 4:
Bag on the counter,
My stomach growls all day,
Crumbs won't save me now.
Reason: _____



Workbook Preview



Grade 7 – Language

Conventions and Reading Strategies



Big Idea 1	Language and text can be a source of creativity and joy.
Big Idea 2	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
Big Idea 3	Exploring and sharing multiple perspectives extends our thinking.
Big Idea 4	Developing our understanding of how language works allows us to use it purposefully.
Big Idea 5	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

**Preview of 150 pages from
this product that contains
404 pages total.**

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CST7.4	Literary devices: sensory detail (e.g., imagery, sound devices) and figurative language (e.g., metaphor, simile)	98-99, 106-122, 211-234, 246-246
CST7.5	Argument	189-196
CST7.6	Reading strategies: using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences	9-282
CST7.7	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop one's awareness of self as a reader and as a writer	34-51

Block 1: Reading Comprehension Strategies - Basics

Focus

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.

Understanding Reading Comprehension

What is Reading Comprehension?

Reading comprehension is the ability to understand, analyze, and interpret what you are reading. This skill is crucial for your academic success and daily life. When you comprehend what you read, you can follow instructions accurately, understand complex questions, and engage in meaningful discussions.

Strategies for Reading Comprehension

To enhance your reading comprehension, consider employing different strategies at various stages of reading.



1. Pre-Reading Strategies

- **Preview the Text:** Look for headings, subheadings, and any highlighted words.
- **Ask Questions:** What do you expect to learn from this text?
- **Activate Prior Knowledge:** Think about what you already know about the topic.

2. During Reading Strategies

- **Visualize:** Paint a picture in your head of the words you are reading.
- **Make Inferences:** Try to understand the information that is implied or not directly stated.
- **Making Predictions:** Use clues from the text to guess what will happen next.

3. Post-Reading Strategies

- **Summarize:** Briefly recount the main points of the text.
- **Evaluate:** Determine the usefulness and reliability of the information.

Why Reading Comprehension Matters in Other Subjects

Reading comprehension is not only essential for language arts but for other subjects like Science, Math, and Social Studies as well. In Science, it helps understand complex processes and theories. In Math, word problems require strong comprehension skills to solve. In Social Studies, historical texts and articles often need critical analysis.

True or False

Is the statement true or false?

1) Reading comprehension is only important for Language Arts.	True	False
2) Previewing the text is a strategy best used after reading.	True	False
3) Visualizing means to ask questions about the text.	True	False
4) Good readers use strategies before, during, and after reading.	True	False
5) Activating prior knowledge gives you a context for new information.	True	False

Question

Imagine reading without comprehending. Why is that a waste of time?

Matching

Match the strategies to the descriptions by writing the letter from the description beside the strategy.

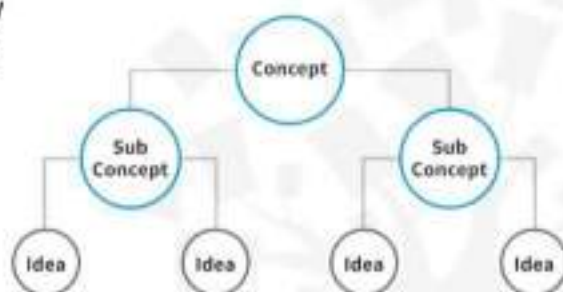
Answer	Strategy	
	Preview	A. Assess the quality, relevance, and usefulness of the text.
	Making predictions	B. Reflect on what you already know about a topic to help contextualize new information.
	Ask Questions	C. Try to understand the information that is not directly stated.
	Making Inferences	D. Quickly scan the headings and highlighted words to get an overview of the content.
	Summarize	E. Pose questions about what you learn or understand.
	Evaluate	F. Briefly restate the main ideas of the text in your own words.
	Activate Prior Knowledge	G. Use clues and your own knowledge to make predictions.

Understanding Concept Mapping

Understanding Concept Mapping

Concept mapping is a visual way of showing how different ideas are connected. It's like drawing a map that shows how various thoughts and information link together. This helps in understanding and remembering information better.

Understanding Concept Maps



Steps to Create a Concept Map

1. **Start with a Central Concept:** Begin with a central concept. This is the main idea you're exploring. Place it in the middle of your paper.
2. **Add Related Concepts:** Think of ideas related to the main concept. Draw lines from the central idea to these related concepts.
3. **Expand with Details:** For each related concept, think of more details or sub-concepts. Connect them to the main concept or sub-concepts with lines.
4. **Use Words on Lines:** Sometimes, use words on the connecting lines to explain how the ideas are related.
5. **Review and Revise:** Look at your map. Does it show how the ideas link together well? Make changes if needed.

Why Concept Mapping Matters

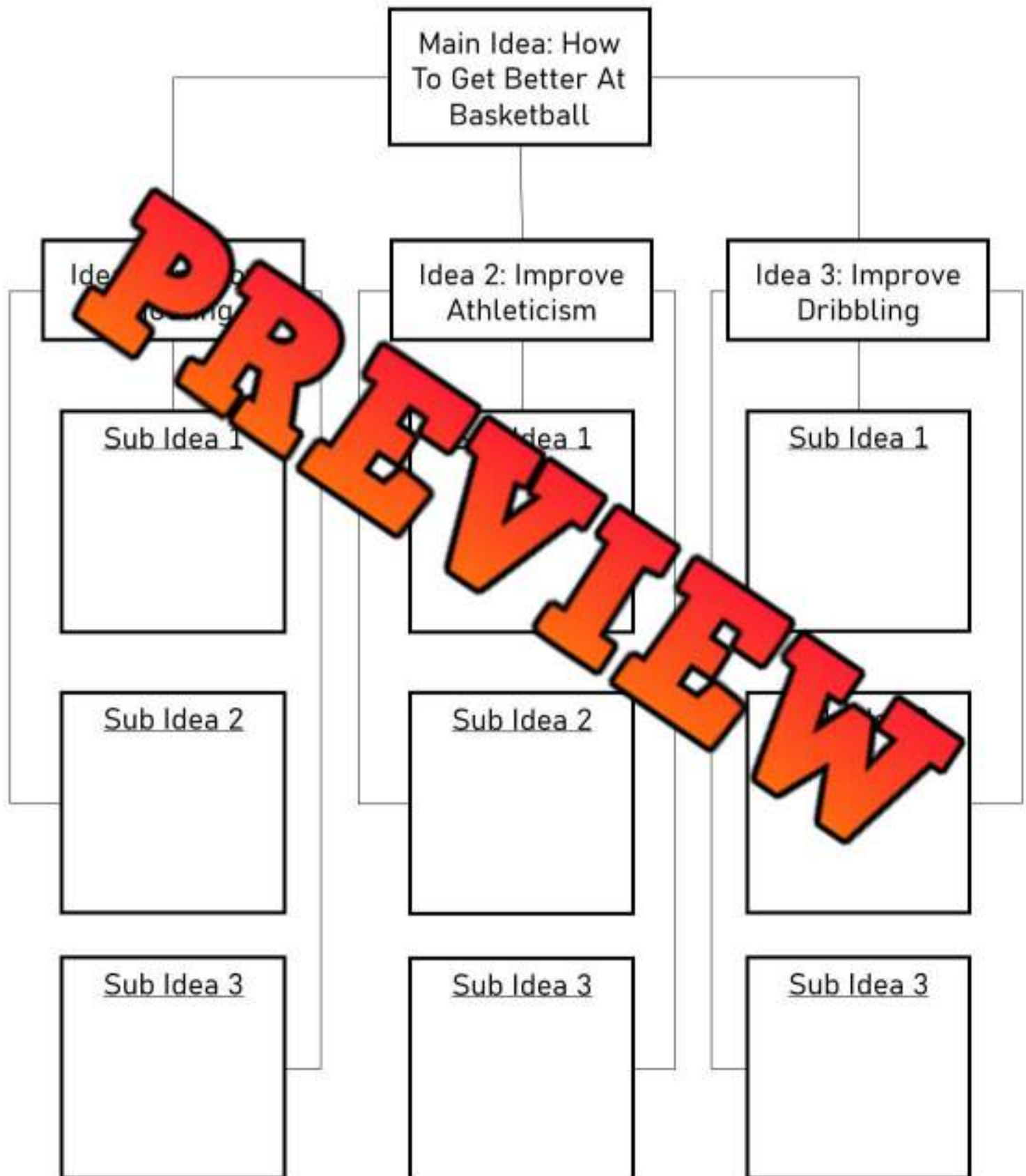
- **Improves Understanding:** It helps you see how different ideas are connected. This can make complex topics easier to understand.
- **Aids Memory:** By organizing information visually, concept maps make it easier to remember what you've learned.
- **Enhances Learning Skills:** Creating concept maps can improve your skills in organizing information and thinking critically.
- **Useful for Studying:** They are great tools for reviewing material before tests or quizzes.

Fun Facts about Concept Mapping

- Concept maps were developed by a researcher named Joseph Novak in the 1970s.
- They can be used in many subjects like science, history, and literature.
- You can use different colours and symbols to make your concept map more interesting and easier to understand.

Concept Map

Finish the concept map below by adding ideas



Making Connections

Making connections is a reading strategy that helps you understand and remember what you are reading. By linking the text to your own experiences, to other texts, or to world events, you engage more deeply with the material.



- **Connection to Text** - Connecting to the text means relating it to other stories or articles you read. For example, if a character in a book is lonely, think of another story where a character faces similar emotions to better understand the current text.
- **Connection to Self** - This involves linking what you read to your own experiences. For instance, if you are struggling to learn a new skill, you can better understand a text that discusses this experience.
- **Connection to World** - Here, you relate text to larger, global issues. Reading about deforestation? Consider how it is part of the bigger issue of climate change. This helps you understand both the text and the broader world.

Making Connections

Make connections to the text, self, and world.

1) Olivia felt overwhelmed with her homework. She didn't know how to manage her time between school and extracurricular activities.

Text-to-Self	<hr/> <hr/> <hr/>
Text-to-Text	<hr/> <hr/> <hr/>
Text-to-World	<hr/> <hr/> <hr/>

Comprehension Practice – Making Connections

The Mysterious Case of Coralville's Disappearing Fish

Once upon a time in the underwater world of Coralville, something strange was happening. Fish were vanishing, and the corals seemed less colourful than before. The community was buzz with worry. What could be happening to their peaceful home?

Luna the Clownfish, decided to investigate. She talked to her friend Oracle the Octopus, who was wise and knew a lot about the ocean. Oracle noticed the corals? They look kind of sick, and the fish are disappearing too."



Oracle explained, "Luna, it's a delicate balance here in Coralville. The ocean depends on both biotic and abiotic factors. Biotic factors are living things, and abiotic factors are non-living things like water temperature, sunlight, and oxygen. If something changes in either of these factors, it can throw off the balance."



"Biotic factors are living things like fish, corals, and even you and me," explained Oracle. "Abiotic factors are non-living things like water temperature, sunlight, and oxygen. If something changes in either of these factors, it can throw off the balance."

Just then, Sally the Seahorse swam by. "Have you seen anything? There's a big construction project going on near the shore. They're dumping waste into the water!"

"That's it!" exclaimed Oracle. "The waste could be changing the balance, affecting both biotic and abiotic factors!" Luna felt determined. "We have to do something!"

For days, the ocean friends worked together to raise awareness. They created signs and even talked to the elder dolphins to seek their wisdom. Luna knew it was a big challenge, but she felt hopeful.



After weeks of efforts, word reached the humans about the disappearing fish and sick corals. Regulations were put into place, and the waste dumping ceased.

It took time, but slowly, the balance in Coralville started to restore. Fish returned, and the corals regained their vibrant colours. And so, Coralville became a symbol of resilience and unity, reminding everyone that both living and non-living elements are crucial for the ocean's health.

Pre-Reading

After reading the title and looking at the pictures, what do you think the text is about?

While Read

As you read, stop and make connections to your life.

Text-To-World: What does the story remind you of in your life?

Text-To-World: What does the story remind you of what is happening around the world?

Text-To-Text: What does the story remind you of about another text you have read?

After Reading

Summarize the main idea of the story and list the details.

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

What is an Inference?

An **inference** is a conclusion you reach based on clues in the text and your own knowledge. It's like being a detective! When you make an inference, you connect the dots between what you already know and what the author is hinting at but hasn't clearly stated. This skill helps you understand the story or text more deeply.

Example

If you read, "Sally grabbed an umbrella before leaving her house," you could infer that it's probably raining or going to rain soon. Or, if a character says, "I can't believe I forgot my lunch again," you could infer that the person is forgetful or distracted. Making inferences enhances your comprehension and makes reading more engaging and insightful.



Infer

Read the passage below by answering the questions

1) Timra hurriedly slipped on her locker, avoiding eye contact with everyone. She looked like she was on edge or tense.

How is Timra feeling?

2) As the final bell rang, Jamie hesitated by the classroom door, watching students darting around and shoulders slouched, while the other students rushed out laughing and chatting.

What is Jamie thinking?

3) Vera was busy in the garden, humming a cheerful tune as she pruned flowers, oblivious to the dark clouds forming overhead.

What is the weather like?

4) Sasha took one look at the mountain of dishes in the sink, groaned, and grabbed her headphones to entertain her.

How is Sasha feeling?

5) Cassandra smiled as she looked at the trophy, then carefully placed it in a box filled with similar awards.

Is Cassandra a high achiever?

Comprehension Practice – Predicting

The Enchanting Dance of the Northern Lights

In a tranquil Inuit village nestled near the Arctic Circle, a young boy named Nanook often gazed at the night sky, dreaming of the magical Northern Lights his grandfather had always described. Feeling his yearning, his grandmother, Suka, felt the right time for him to truly experience the wonder.



One clear winter evening, Suka led Nanook up a snowy hill to a vantage point. The air sparkled brilliantly, and the gentle hum of the Arctic winds was all they heard. A soft, woven mat made of seal fur and beckoned Nanook to sit beside her.

"Tonight," Suka whispered, "you will witness the dance of our ancestors in the sky." As if on cue, faint green streaks appeared, gradually growing more vibrant and interspersed with shades of pink, purple, and blue.

Mesmerized, Nanook watched as the lights swirled and danced, creating patterns that seemed to tell ancient tales of bravery and courage. Suka began to hum a traditional lullaby that spoke of the Northern Lights and the belief that they were spirits of loved ones trying to communicate.

Feeling a profound connection to the stories in the sky, Nanook's eyes of joy formed. The magnificence of nature and the stories of his people were intertwined in the shimmering display before him.

Seeing the profound impact on her grandson, Suka said gently, "These lights are a reminder of our past, our stories, and the endless beauty of our world."

As dawn approached and the lights began to fade, Nanook felt an overwhelming sense of gratitude and pride in his heritage. This enchanting dance of nature had instilled in him a deeper connection to his roots and the mysteries of the universe.

The End

Pre-Reading

What is the story going to be about? What do you know about this subject?

While Reading

Make predictions as you read. For example, in paragraph 2, it says, "One clear afternoon's evening, Suka led Nanook up a snow-covered hill with the perfect view point." You could stop there and predict why they went up there.

1 st Prediction		Correct Prediction?
		Yes No
2 nd Prediction		Correct Prediction?
		Yes No
3 rd Prediction		Correct Prediction?
		Yes No

After Reading

An inference is a conclusion you make from reading a text based on the information you find but isn't directly said. Make inferences below.

1) What can you infer about the relationship between Suka and Nanook?

2) Infer why Suka felt a deeper connection to the mysteries of the universe.

Comprehension Practice – Visualizing

October 5, 1620
To: Aunt Marie
27 Oak Street
Marseilles, France

Dear Aunt Marie,

I trust you are well. I'm writing to share something captivating I've been studying in my class about the fur trade, especially trading beaver pelts, has had a significant role in Canada's history.

When French explorers like Samuel de Champlain first arrived in Canada, they discovered an abundance of these furry creatures were not just part of the ecosystem; their pelts had become a highly valued commodity in Europe. Beaver fur was unique because it was water-resistant, making it perfect for fashionable hats that were in high demand back in Europe.

As the fur trade flourished, Indigenous people became crucial partners. They were skilled trappers and had intricate knowledge of the land. European traders and Indigenous guides would set off on perilous expeditions, their canoes filled with trade goods; they'd navigate complex waterways to reach the trapping grounds.

Europeans learned from Indigenous guides the importance of sustainable trapping, to ensure that the beaver population would continue to thrive. These beavers not only provided fur but also engineered dams that were beneficial to other species.

This trade led to further exploration of present-day Canada, the building of forts, and the establishment of communities that eventually became modern-day cities. Thus, the humble beaver and its fur have greatly influenced the shaping of Canada.

Best regards,

Hannah Kim

Pre-Reading

What text form is it – letter, report, story, advertisement? How do you know?
List 3 reasons.

While Reading

draw 2 different pictures of what you are visualizing while

After Reading

An inference is a thought you reach from reading a text and the
information you find but isn't directly said. Make inferences.

1) What can you infer about the relationship between European traders and Indigenous peoples from the letter?

2) How do you think a trading relationship could be beneficial for both parties?

Activity: Reading Goal-Setting

Objective

What are we learning more about?

To enhance reading comprehension skills by applying targeted strategies, students will set personal reading goals and monitor their progress.



Instructions

How do we complete the activity?

- 1) Show the Reading Strategies: Gather the students and discuss these reading strategies: Activate prior knowledge, Purpose of reading, Making predictions, Drawing connections, Summarizing, Making inferences. Give each student an example of each strategy to understand the strategies by giving examples.
- 2) Personal Reflection: Have students reflect on each reading strategy listed. Ask students to reflect on which strategies they use often and which ones they need to practice more.
- 3) Set Individual Goals: Have students choose one strategy they want to focus on improving. They should write down this goal at the top of their worksheet.
- 4) Goal-setting Planner: Provide students with a goal-setting planner where they can set their goal for the strategy they chose. Then, have them write down the ways they can work towards their goal and why that goal is important for them. For example, if the goal is to make predictions, one action might be, "I will try to guess what might happen next before I turn the page."
- 5) Weekly Reflection: At the end of each week, students should reflect on their progress and discuss it with a partner or the class. They could share if they met their goal, how their chosen strategy helped with their comprehension, and what they will focus on next.
- 6) Goal Adjustment: Allow students to adjust their goals as needed, encouraging them to challenge themselves with different strategies as they grow.

Reflection

Reflect on these reading comprehension strategies. Do you often use any of these strategies? Which strategies do you need to focus on more. Write yes/no as your answer for each.

Strategy	Do you often use this strategy?	Do you need to focus on this strategy
Activate Previous Knowledge		
Purpose of Reading		
Making Predictions		
Questioning		
Making Connections		
Summarizing		
Making Inferences		

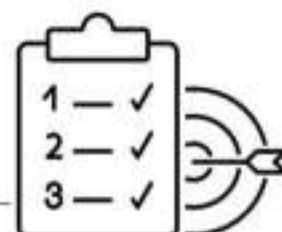
Questions

Answer these questions

1) Which reading strategy do you want to focus on the most?

2) Why have you chosen this strategy? Why do you think it is important for you to improve this strategy?

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

- 1) _____
- 2) _____
- 3) _____



Why this goal is important: _____

New things I will try:

I am going to work _____ harder at: _____

I will read:

Name: _____

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Curriculum Connection
CST7.6, CST7.7

READING LOG

My goal for _____ is _____ minutes.
(month) (number)

Instructions

Write the number of minutes you read each day and then the total for each week. Fill this log each month to reach your reading goals.

SUN	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.	
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.

Total minutes read for the month: _____

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: What will this book be about?_____
_____During Reading: Write down questions you have while you read.

1) _____

2) _____

After Reading: Summarize the story. What was it about?_____
_____**Day 2**

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: What genre is this – fiction, non-fiction, funny, adventure, etc.?_____
_____During Reading: Making Connections – What does this book remind you of in your life?_____
_____After Reading: Make an inference – Something that wasn't stated in the book._____

Independent Reading - Responses

Day 9

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Making Connections - How does the book make you think about?	
Text-to-Self	
Text-to-Text	
Text-to-World	

Day 10

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Summarize - What was the main idea of the book? What were the supporting details?	

Independent Reading BINGO

BINGO

Choose a reading response from a square in the BINGO card.

B	I	N	G	O
Summarize the book in 3 sentences	Make a prediction about what will happen next	Name the main character and describe them in one sentence	Draw a new book cover that you think fits the story	Rate the book between 1-5 and explain your rating
What's your favourite part? Describe it in 3 sentences	Write down 3 questions you would like to ask the author	Describe the setting and explain why it is important to the story	Compare this book to another one you've read: What's similar? What's different?	Tell a friend about the book in 4 sentences
Write down an important lesson you learned from the story	Choose a favourite character and explain why in 3 sentences	Free Space	Describe the time of day and explain how it was different?	List 3 new facts or ideas you learned from this book
Create a new ending: Write 3 sentences on how you'd end the story differently	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings	Write a diary entry pretending you are a character from the book	Identify the main problem in the story and how it was solved
Would you recommend this book to a friend? Why or why not?	Draw your favourite scene from the book and label it	Write about a moment in the story that surprised you and explain why	If you were in the story, what would you have done differently?	Share a favourite quote and tell why it stood out to you

Block 2: Cultural Text Forms

Focus

- Songs from different Indigenous communities
- Adjusting reading rate for comprehension
- Cultural elements – values, rituals, ceremonies, architecture, art, and dance.
- Making connections to these cultural elements
- Visualizing different cultural text forms

Cree First Nation Architecture: Tipi

Takoda was always amazed by the way his community, the Cree Nation, lived in harmony with the land. Today was special; he was going to help his grandfather, Akecheta, build a tipi. They walked into the forest to gather long, sturdy poles from the lodgepole pine trees.

"We need many poles," Akecheta explained, "and make sure they are straight." After gathering the poles, they returned to the clearing where the tipi would stand. Akecheta demonstrated how to bind three poles together to form a tripod.

"These are our main supports," Akecheta said. "They represent the unity of earth, wind, and fire." As Takoda watched, Akecheta carefully added the remaining poles around the tripod. Then came the covering of animal hide.



"The hide not only protects us from the elements," Akecheta said, "but it also allows us to keep our stories close."

Takoda listened attentively. He helped stretch the hide around the poles and secure it with more ropes. Finally, Akecheta made an adjustable opening at the top for ventilation, to let the smoke rise from the cooking fire.



"The circular shape represents the cycle of life," Akecheta explained. "It is also efficient for heating and keeping out the cold wind." Finally, the tipi stood tall and proud, adorned with ancestral symbols that told stories of bravery, wisdom, and the harmony between humans and nature.

Takoda felt a deep sense of accomplishment. He now understood that building a tipi was not just about creating a shelter but was a beautiful blend of functionality, tradition, and spiritual symbolism.

Before Reading

Read the title. Can you think of other subject areas related to this topic?
Are there any other forms of architecture you know about?

Comprehension

Is the statement true or false?

1) They gathered branches from trees for the tipi.	True	False
2) The three main supports are made of wood, wind, and fire.	True	False
3) The tipi is covered with buffalo hides to protect against weather.	True	False
4) The opening at the top of the tipi is for ventilation and smoke release.	True	False
5) The rectangular shape of the tipi symbolizes the shape of the earth.	True	False

Question

What materials did they use to build the tipi?

Making Connections

What does this text remind you of in your life? Explain.

Indigenous Art – Inuit Story

The Magical Inuksuk: A Journey in Inuit Block Printing

Once upon a time in the snowy Arctic landscapes of Nunavut, a young Inuit girl named Taliriktug and her grandfather Angakkuq were exploring the tundra. Taliriktug was intrigued by the ancient inuksuk that stood like sentinels across the land.

"Grandfather, can we make something as meaningful as an inuksuk?" Taliriktug asked. "We may not carve stone, but we can tell stories in another way. Let's create an Inuit block print!"

Back at home, Angakkuq gathered the materials needed: a wooden block, ink, and fabric. Taliriktug was anxious to learn the craft. They decided to use traditional symbols to tell their culture.



She decided to depict an inuksuk on her wooden block. Angakkuq carved the design while Taliriktug watched closely. When the carving was complete, they applied ink to the wooden block.

"Press it firmly onto the fabric," Angakkuq instructed. Taliriktug followed the instructions, and when they lifted the block, a beautiful inuksuk image appeared on the fabric. Taliriktug felt a wave of pride and happiness.

"This is incredible, Grandfather! But what do we do with it?" Angakkuq looked thoughtful, "Inuit block prints can be displayed or used in clothing. They pass on stories and traditions."

Just then, a neighbour, Kuupik, entered and admired the block print. "This tells the story of the inuksuk and their importance as guiding landmarks," he said.

Taliriktug felt her heart swell with pride. She had not only created art but had also captured the essence of her culture and its storytelling tradition, all through a single block print.

Pre-Reading

What do you know about indigenous artwork? List three other forms of art you know.

During Reading Read the text but this time slower. How did it help with comprehension?

Comprehension Check

Is the statement true or false?

1) Taliriktug and Angakkuq were exploring the Arctic.	True	False
2) They use ink and a flat block of wood to create their block prints.	True	False
3) Taliriktug was not interested in inuksuks.	True	False
4) Taliriktug decides to depict a polar bear on her wood block.	True	False
5) Angakkuq is Taliriktug's mother.	True	False

Draw

Draw a pattern you would like to create with Inuit block printing.

--

Indigenous Dance – Métis Story

Visualizing

Illustrate the story by drawing what you are picturing while you read.

The Echoing Fiddles: A Métis Jigging Adventure

In a small Métis community named Riverbridge, two young friends, Anawon and Élodie, were captivated by the upcoming Festival du Voyageur. They especially looked forward to the traditional jigging competition, a dance that is an integral part of their culture.

Anawon, whose family has jigged for generations, felt a little nervous. "I want to continue the tradition, but what if I mess up?" he confided in Élodie.

"Don't worry, you'll be great," Élodie reassured him. As they made their way to the community hall for practice,

There, they met the instructor, Mrs. Lavallee. She was a renowned Métis jigger and extremely supportive. "The key to jigging is to let the music move you," she explained. "Watch the fiddlers carefully. Their tunes will guide your steps."

For days, Anawon and Élodie practiced hard. Mrs. Lavalée taught them intricate steps, from the "Red River Jig" to the "Sash Shuffle." They also learned about the significance of the dance in Métis history, as a form of storytelling and community gathering.

Finally, the Festival du Voyageur arrived. Anawon and Élodie dressed in vibrant Métis saris and jupes. The hall was packed, and the fiddlers' music was a play. Anawon felt a surge of energy.

Remembering Mrs. Lavalée's advice, Anawon let the fiddles guide him. He smiled and moved, letting the crowd with their footwork perfectly in sync with the music.

When they finished, the audience erupted in cheers. Anawon felt his worries melt away, replaced by immense pride. He realized that he was not just dancing; he was a part of a living tradition, keeping the vibrant culture of the Métis alive.

Block 3:

Reading Letters

Focus

- Voice in letters
- New vocabulary, grammar rules, cohesive ties, sentence structure specific to letters
- Bias in texts (as applicable in letters) – Implicit and explicit perspectives in various texts
- Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you listen to a letter persuading you?

Letter Writing – Implicit and Explicit Perspectives

Bias in Letters: Bias in letter writing can make the content appear slanted or unfair. When you show bias, you're favouring one side over another, and this can affect how the reader perceives the information.

- **Explicit Perspective:** Explicit perspectives are the views that are stated directly and clearly. If you say, "I think our school's cafeteria food is awful," you are openly sharing your opinion.
- **Implicit Perspective:** Implicit perspectives are more subtle. They aren't directly stated but are suggested. For example, if you write, "Most students bring their own lunch," you're implying the cafeteria food might not be good without saying it outright.

Both types of perspective can influence the message and tone of your letter.

Instructions

Read any of the statements about the food and drink at Fast Food Deluxe. Are his opinions implicit or explicit?

1) You can never go wrong with their daily specials.	Implicit	Explicit
2) The milkshakes are absolutely delicious.	Implicit	Explicit
3) I think their burgers are way too greasy.	Implicit	Explicit
4) The fries at Fast Food Deluxe are the best I've ever had.	Implicit	Explicit
5) Fast Food Deluxe's service is really slow.	Implicit	Explicit
6) Their food photos look nothing like what you actually get.	Implicit	Explicit
7) I love that they offer a variety of vegetarian options.	Implicit	Explicit
8) I always feel sluggish after eating at Fast Food Deluxe.	Implicit	Explicit

Explain

How does Sam feel based on his opinions below.

1) It's interesting that they're always open late.

2) They sure give you a lot of napkins.

3) Their employees always look so tired.

Letter Writing – Bias in Advertising

Hello Mrs. Henry,

I'm Johnny Penman, the owner of Johnny's Awesome Pens. Pens are way cooler than pencils, and I'll tell you why!

First, pens last forever. You write it, and it stays. No erasing, which makes you think more. Second, pens are clean. No smudges. Your writing will look super neat. Also, pens feel smooth. No scratchy pencil sounds, just easy writing. Don't forget, sharpening pencils takes time. Pens, you just keep going. And hey, my pens come in awesome colours. Make your writing look fun!

Let me know if you could say I'm biased. But pens are just better, trust me! Want a deal on pens? Come to my store!

Best,
Johnny Penman
Johnny's Awesome Pens



Questions

Answer questions in your own words.

1) Is Johnny Penman biased in his opinion that his pens are the best? Explain.

2) Is Jonny Penman giving you the full story, or just his own opinion?

3) Why do you think Johnny Penman wrote this letter?

4) Are there a lot of biased opinions in advertising? Explain and give an example.

Letter Writing – Inferences

Hey there, I'm Blaze Betty, a firefighter who's thrilled to combat blazes and rescue kittens from trees. Let me tell you, there's nothing more fulfilling than being a hero every day. I'm here to tell you that if you're searching for excitement and purpose, there's no better calling than firefighting.

You might be sitting in school, daydreaming about your future career. Let's be honest, nothing compares to the exhilarating life of a firefighter. Each alarm bell is an adventure, each hose a triumph.

Think of your schoolwork like fire training. Each math problem or science project is a step closer to dousing those flames and saving the day fire training. Don't underestimate the power of knowledge as you to face real-life dangers.

Some of you may look up to other careers like doctors or lawyers, but let me be clear, nothing matches the thrill and honour of firefighting. It's not just a job; it's a calling. As you move through the grades up, focus on your physical fitness, and maybe one day, you'll be a local hero.

Flaming with passion,
Blaze Betty 🇬🇧



Questions

Answer the questions below

1) What is the perspective of Blaze Betty? Do they state it explicitly or implicitly?

2) Make a local inference – what conclusion can you make from this sentence?
"Each math problem or science project is a step closer to dousing those flames and saving the day fire training."

3) Make a global inference – what conclusions can you make from the entire reading?

Email Writing – Questioning

Subject: Urgent Discussion on Improving School Cafeteria Menus

Dear Principal Tatum,

I trust this email finds you well. I want to alert you to an upcoming essential meeting that we have scheduled. Our focal point? Revamping the school cafeteria menus to include healthier options.

Firstly, the current menu is pretty lackluster and not very nutritious. Many students are asking for more fruits, vegetables, and whole grains. A better-fed student body is an engaged and healthy one, wouldn't you agree?

Next, I have spoken with several students who are passionate about this cause. They have ideas for meals that are both tasty and nutritious. Seems everyone is eager for more vegetarian options and locally-sourced food.

Additionally, our school nurse, Mrs. Zainab, has expressed her concern. She believes that offering healthier choices can also help address some of the common issues like afternoon sluggishness and poor concentration.

The meeting is scheduled for Tuesday at 2 p.m. in the library. I encourage you to come prepared to offer your insights. We will listen to everyone's input and formulate a plan. This is a golden opportunity to make our school a leader in student wellness.

If you wish to discuss this further prior to the meeting, I am readily available. I can't wait to hear all the constructive proposals!

Best regards,

Student Council Secretary, Garcia

Email Writing – Questioning

Pre-Reading

Preview the text by reading the subject, greeting, and signature.
Write 3 questions you have.

1)

2)

3)

While Reading

Read the email and write 3 questions you have.

1)

2)

3)

After Reading

After you have finished reading the email, write 3 questions you still have.

1)

2)

3)

Block 4:

Narratives

Focus

- Indigenous storytelling – norms, sports, values, artifacts, music
- Include cultural text forms – indigenous story telling, songs
- Identify narrators' point of view – First Person, Second Person, and Third Person.
- Indigenous Storywork
 - Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
 - Read and listen to stories from First Nations, Metis, and Inuit creators.
- Literary devices – Foreshadowing, Allegory, Symbolism.
- Sequencing the events of multiple plots in a story, explaining the cause and effect

What is Indigenous Storywork?

Preface

This report aims to provide an understanding of Indigenous Storywork and its seven guiding principles. The concept is rooted in Indigenous cultures and offers unique ways of learning and teaching. This report is organized into three main sections for ease of understanding.

Understanding Indigenous Storywork

Indigenous Storywork is a teaching and learning method that uses stories from Indigenous cultures to impart **wisdom** and **values**. Stories have been passed down through generations and provide a way to connect the present with the past. They also teach about **morals**, **traditions**, and the relationship between humans and the natural world.



The Importance of Storywork

This approach is not just about listening; it is an **interactive** experience. Here are some reasons why it is important:

- Builds a sense of community
- Encourages critical thinking
- Enhances understanding of Indigenous culture

Seven Principles of Indigenous Storywork

- **Respect**: Treating others the way you'd like to be treated.
- **Responsibility**: Being **accountable** - doing what you're supposed to do.
- **Reciprocity**: When you get something, you give something back.
- **Reverence**: Treating something with a lot of care and importance.
- **Holism**: Everything is connected and part of a bigger picture.
- **Interrelatedness**: Everything has a relationship or connection with something else.
- **Synergy**: When people work together and achieve more than working alone.

Glossary

- **Accountability**: Being responsible for actions or decisions.
- **Interactive**: Involving active engagement between people.
- **Morals**: Standards of good or bad behaviour.
- **Traditions**: Beliefs or customs passed down through generations.
- **Wisdom**: The quality of having good judgement based on knowledge and experience.

True or False

Is the statement true or false?

1) Indigenous Storywork is solely about listening to stories.	True	False
2) Indigenous Storywork encourages critical thinking among learners.	True	False
3) The report talks about eight guiding principles.	True	False
4) Indigenous Storywork aims to build a sense of community.	True	False
5) Traditions are beliefs or customs that are newly created.	True	False

Questions

Answer the questions below.

1) Why is Indigenous Storywork considered significant?

2) Paraphrase the 7 principles by rewriting them in your own words in one sentence each.

Respect	
Responsibility	
Reciprocity	
Reverence	
Holism	
Interrelatedness	
Synergy	

Indigenous Storywork – Reverence & Reciprocity

The Sacred Oak and Aponi's Gift

Once upon a time in a remote Indigenous community, lived a young boy named Kohana, who was best friends with Aponi, the community's healer. Aponi was respected for her wisdom and her deep understanding of the principle of Reciprocity—giving back to the Earth what you take from it.

Kohana was inspired by a grand oak tree that stood tall in the forest, known as the Sacred Oak. The nation believed that this tree was the heart of the community. The principle of Reverence taught them to treat it, and its nature, as a entity deserving of utmost respect.



One fateful day, a storm came, damaging many homes in the community, including Kohana's. The villagers decided to cut down some trees to rebuild. Kohana suggested the grand oak, but Aponi objected.

"Reverence, Kohana. We must honor the tree. It gives us shade, keeps the soil firm, and its roots are home to our spirits," Aponi cautioned.

Kohana understood but wondered how they would get the wood they so urgently needed. That's when Aponi invoked the principle of Reciprocity. She led the villagers to a cluster of dead trees, which could be used without harming the living forest. The villagers thanked her and used this wood to rebuild their homes.

But Aponi knew that taking something meant giving something back. She led the villagers in a ceremony to thank the forest. They planted new saplings and offered small tokens like beads and feathers at the base of the Sacred Oak, ensuring it for its protection and wisdom.

Time passed, and the saplings grew, proving that with Reciprocity and Reverence, mankind could live harmoniously with nature. Kohana became a wise leader, always guided by Aponi's teachings, and the Sacred Oak continued to stand tall, its roots running deep, just like the wisdom passed down through the generations.

As Kohana grew older, he became the community's storyteller. He retold the story of the Sacred Oak and Aponi's wisdom every season. The tale became a cherished lesson, reminding everyone of their duty to Mother Earth. The tokens at the oak's base multiplied, each symbolizing gratitude and a promise to uphold Reciprocity and Reverence. The story continued to flourish, rooted in the hearts of all who heard it.

The End

Questions

Answer the questions below.

1) What characters were in the story? Describe their personalities.

2) What was the setting in this story?

3) What was the story about? What was the problem?

4) **Make a Connection:** Stories like this one teach us lessons we can use in our lives. What did you learn from this story that you can use in your life?

Storywork Traits

What Indigenous Storywork traits did you learn about in this story? How were these two traits taught?

The Tale of Nahawi and the Whispering Winds

In a secluded village surrounded by towering mountains and fertile valleys, lived a young boy named Nahawi. Nahawi was known for his unique ability to understand the language of the wind. The winds whispered secrets to him that they had gathered from faraway lands.

His grandmother, Wematin, was the village healer and wisdom-keeper. She believed that Nahawi's talent was a blessing of Synergy and Holism, two important principles that emphasized working together and understanding the interconnectedness of all life.



One day, the winds brought troubling news. A terrible storm was brewing, one that could devastate their village and harm the Earth. Nahawi rushed to Wematin, who then convened a council of the village's animals, plants, and elders.

At the council, Nahawi shared the news. Wematin explained the importance of Synergy and Holism. "We must always consider not just ourselves, but the well-being of all living things," Wematin advised.

The animals pledged to seek shelter and spread the word to others. The plants offered to absorb as much water as they could to lessen the flood. The elders began chanting ancient songs to ask for protection and guidance.

As the storm approached, a miraculous thing happened. The winds that once roared but were less destructive, the rains fell but caused less damage. The river's flow was steady but did not flood the land. It was as if nature itself had answered to their plea.

After the storm had passed, the village was unharmed. Nahawi stood beside Wematin, awed by the power of their collective action. "Do you understand now, my grandson?"

When we work in Synergy, respecting the Holism of life, we are not just saving ourselves, but we contribute to the balance and harmony of the entire world," Wematin said, her eyes twinkling like the first stars of the evening.

Nahawi nodded, his heart filled with love and a profound understanding of his role in the grand scheme of life. From then on, he knew that listening to the winds was not just a gift but a responsibility—to ensure that Synergy and Holism were principles honoured by all, for the well-being of the Earth and future generations."

Questions

Answer the questions below.

1) What was the plot of the story? What was the problem?

2) What was the resolution to the problem?

3) **Make a Connection** How are you a part of the team? How does you doing your part help the entire team?

Storywork Traits

What Indigenous Storywork traits did you learn from the story? How were these two traits taught?

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Plots and Subplots

A **plot** is like the main road of a story, where all the big events happen. It's what the story is mostly about, like a journey or a big problem that needs to be solved.

A **subplot** is like a smaller path that connects to this main road. It's a smaller story inside the big one. It can be about other characters or different problems, but it usually helps make the main story more interesting. You can spot a subplot because it's not the main focus but still adds fun twists or extra details.

For example, if the main story is about a detective solving a mystery, a subplot could be about the detective's friendship with someone else. Both the plot and subplot make the story more interesting and more exciting to read.



Identification Use the given concepts and identify the plot and subplot in each.

1) Adventure at Sea: A group of teenagers discovers an old pirate's diary during a beach trip, leading them on a quest for treasure. Meanwhile, Sam confronts his fear of water, crucial for the treasure hunt.

What is the plot of the story?

What is the subplot of the story?

2) The Mystery of Maple Street: Kids in Maple Town investigate mysterious events around an old mansion. Julie, one of the young detectives, navigates her parents' recent divorce while solving the mystery.

What is the plot of the story?

What is the subplot of the story?

Narrator's Point of View

In literature, the narrator's point of view refers to the perspective from which a story is told. This perspective shapes how the reader experiences the events and understands the characters.

- 1. First Person:** In first-person point of view, the narrator is a character in the story and uses pronouns like "I" or "we." The reader sees the world through this character's eyes. For example, "I walked through the forest and marveled at the towering trees."
- 2. Second Person:** This is less common and uses the pronoun "you." The narrator speaks directly to the reader, making them a part of the story. For example, "You walk into a room and see a mysterious box on the table."
- 3. Third Person:** In third-person point of view, the narrator is not a character in the story but an outside observer. The narrator refers to all characters by name or as "he," "she," or "they." For example, "She walked through the forest and marveled at the towering trees."

Instructions

Read each sentence and decide which point of view is being used.

1) I can't believe it's already October.	First	Second	Third
2) You see the sunset; it's breathtaking.		Second	Third
3) She reads a book every week.	First	Second	Third
4) We went to the beach and built a sandcastle.	First	Second	Third
5) You find a hidden door in the wall.		Second	Third
6) He plays the piano with such emotion.	First	Second	Third
7) I think it's going to rain today.	First	Second	Third
8) You turn the key and the engine roars to life.	First	Second	Third
9) They danced until midnight.	First	Second	Third

Book Hunt

Look in your classroom for books that are written in different points of view.

Name of Book	Point of View

The Eiffel Tower Adventure – Different Points of View

First Person

Hi, I'm Talun. My sister Naira and I went on a trip to Paris to learn about the Eiffel Tower. I was amazed by the giant structure. It's made entirely of iron, which is super strong but also flexible. This means the tower can sway a little in the wind but won't break.

I felt like I was touching history when I laid my hands on the iron bars. As the elevator took me to the top, my excitement grew. The view from above was amazing, giving me another layer of appreciation for the tower's engineering.



Second Person

Imagine you're Talun and you're about to go on a trip to Paris. You decide to take a trip to Paris to learn more about the Eiffel Tower. You're in awe of its immense size. The tower is built entirely of iron – so it's incredibly robust and yet has the flexibility to sway. This ensures the tower moves slightly in the wind without breaking.

When you touch the iron bars, it's as if you're connecting with a rich history. As the elevator takes you higher, you can feel your heart racing. Reaching the top, you're greeted by a breathtaking view that deepens your admiration for the incredible feat of iron craftsmanship.

Third Person

Talun and his sister Naira travelled to Paris with the goal of exploring the Eiffel Tower. Talun was struck by its grandeur. Built entirely of iron, the tower is both resilient and slightly bendable. This allows it to sway gently in the wind without any damage.

Talun felt a deep connection to the past when he touched the iron bars. As they ascended in the elevator, his anticipation grew. From the top, the panoramic view was awe-inspiring, enhancing his respect for this extraordinary iron structure.

Questions

Answer the questions below.

1) What is the difference between the first/second/third person stories?

2) Which story did you enjoy the most: first-person, second-person, or third-person?

Visualize

Draw and explain what you were visualizing while reading the stories.

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Advantages/Disadvantages of Points of View

First Person

In our Mi'kmaq village, the drumbeats of our ancestors resonated in the air and the teachings of the Great Spirit flowed through generations. Father Louis, a Jesuit with determined eyes and a cross hanging from his neck, arrived one day. "I've come to share the good word of Jesus," he said. Curious, I approached him. As we spoke, he eagerly shared tales of a man named Jesus, saying it was the true path. I listened, but I still felt the spirits of our lands, hoping to build a better future.



Second Person

As you watch the sun dip below the horizon, Father Louis approaches, sharing stories from the Bible. Each day, he becomes more persistent, urging you to embrace Christianity. You, being curious, listen and learn, but you know his main mission is to convert. You teach him about the sacred rituals, dances, and the importance of the land. However, there's a lingering sadness. With each passing day, you notice that fewer of the village's youth are participating in the sacred dances, and you find yourself praying for Father Louis in his prayers.

Third Person

The Mi'kmaq village started to show visible changes. Jesuits, with their unwavering goal to convert, introduced schools to teach Christianity, gradually suppressing Indigenous spiritual practices. The Mi'kmaq youth began wearing crosses, and the age-old rituals started to fade. Father Louis, though he respected some of the Mi'kmaq traditions, firmly believed that salvation lay only in Christianity. Elders of the Mi'kmaq community felt the pain deeply, witnessing the erosion of their rich spiritual heritage. Yet, amidst this transformation, pockets of resistance and preservation emerged, with elders passing down sacred stories and practices in secret, hoping to keep their ancestral beliefs alive.

Analyze

Read the versions of the short story and describe the benefits/drawbacks of each point of view.

Advantages of the Point of View**First Person****Second Person****Third Person**

PREVIEW

Disadvantages of the Point of View**First Person****Second Person****Third Person****Reflect**

Which story is your favourite version? Explain why.

Story – First Person Perspective

Legacy of the Hidden Cavern

Once upon a time, in a small town surrounded by rolling hills and sparkling streams, I, Ethan, lived a life filled with curiosity and a thirst for adventure. One sunny afternoon, driven by my love for exploring, I decided to venture into the mysterious forest that surrounded our town.



As I walked deeper into the forest, my eyes caught sight of an ancient, moss-covered stone. It was strangely smooth, with odd symbols etched into it. Intrigued, I brushed away the moss and discovered a hidden button. Without a second thought, I pressed it, and a small, ornate metal passage opened in the ground beneath the stone.

Heart pounding with excitement, I descended into the passage, which led to a cavern filled with shimmering crystals that lit up the darkness like stars in the sky. In the center of the cavern stood a pedestal with a dusty, old book resting on it. As I opened the book, I was captivated by tales of forgotten heroes and ancient magic. It felt like they were coming to life right before my eyes.

I was so engrossed in the book that I didn't notice the cavern transforming around me. The crystals began to glow brighter, and a soft humming filled the air. Suddenly, the ground shook, revealing a hidden chamber. Inside was a large, ornate chest. My curiosity getting the better of me, I opened the chest and found a small, silver key with an inscription: "The key to your destiny."

I pocketed the key and continued to explore. I discovered a series of tunnels leading to different parts of the forest, allowing me to travel swiftly and secretly around town. I became a silent guardian, using these tunnels to help people without them knowing.

Months passed, and my adventures became local legend. But the real surprise came when I decided to visit Mr. Jasper, the old librarian, to learn more about the mysterious book.

Mr. Jasper listened to my story and smiled knowingly.



"You see, Ethan," he began, "many years ago, a young boy like you found a cavern. He too read the book and discovered the tunnel and them to help our town, just as you have."

I listened in awe, and Mr. Jasper revealed the most astonishing part. "That boy was your grandfather. He found the book? It only reveals itself to those with the heart of a true hero."

My eyes widened in disbelief. I had always known of my grandfather's bravery and kindness, but I never imagined I was following in his footsteps. This realization filled me with pride and a deeper connection to my family and town.

From that day, I continued my secret adventures, knowing that I was part of a legacy much bigger than I had ever imagined. The mystery of the book, the cavern, and my grandfather's legacy intertwined, creating a story that would be passed down for generations.

Questions

Answer the questions below.

1) Were you surprised to find out that Ethan's grandfather had a similar adventure? Explain why or why not.

2) Identify and describe five events in the story that helped develop the plot. Write them in the order they occurred.

1)

2)

3)

4)

5)

3) The story is told from Ethan's perspective (first person). How does this perspective affect your understanding of the story and its events?

4) Draw or illustrate a scene from the story that you found most interesting or exciting. Use your imagination to bring the scene to life!

Foreshadowing

Literary devices are special techniques that writers use to make their stories or poems more interesting and engaging. They help us understand the message better and make reading a richer experience.

- **Foreshadowing:** This is when the writer gives little hints or clues about what will happen later in the story. It's like a puzzle piece that makes sense when you see the whole picture. For example, if a character keeps mentioning how much they dislike the rain, and then picks up an umbrella even though it's sunny, you might guess that it's going to rain later in the story. This creates suspense and keeps readers eager to find out if you guessed right.



Think _____ Read the story below and foreshadow what will happen next.

Jared found an old, mysterious key in his grandmother's attic. It had a label that said, "For the brave." Jared's curiosity led him to discover a locked chest in the corner of the attic that no one could ever open.

Feeling a mix of excitement and nervousness, Jared decided to take the key and head towards the chest. As he approached, he noticed the chest had the same symbol as the key: a brave lion. Jared's heart pounded as he knew this was a moment that could change everything.

Foreshadow - What do you think will happen next? Explain why.

Lucy found a treasure map tucked inside an old book at the library. The map showed a path leading from the school playground to a mysterious "X" in the nearby forest. Lucy noticed that the book's last checkout date was 10 years ago, on the same date as today. Feeling a strange sense of destiny, she folded the map and tucked it into her backpack.

As she walked home, she couldn't help but think about the legends of hidden treasure that were told about the very same forest. Lucy knew that tomorrow would be an adventure she'd never forget.

Foreshadow - What do you think will happen next? Explain why.

Story – Second Person Perspective

The Unexpected Hero

You've always been an admirer of the stars, Haven. Every night, you'd stand in your backyard, gazing up, wondering about the vast universe. Little did you know, one evening would change your life forever.

It was a magical summer evening in your small coastal town. As you peered through your telescope, a peculiar glimmer caught your eye. A faint light moving erratically in the sky. Intrigued by its position and patterns, you were thinking it was just a satellite or a distant star.



The next day, you mentioned the incident to Mrs. Monroe, the librarian, who noticed your keen interest in astronomy. "Is there something special, Haven?" she asked. You mentioned the strange light, and she chuckled, "Ah, the mysteries of the sky. They often have simpler explanations than we imagine."

School was usual, but you couldn't shake the thought of the light. In science class, Mr. Baxter talked about meteor showers. "Sometimes what we see as stars are actually meteors entering our atmosphere," he explained. You nodded, but you knew you had to investigate further.

That night, you rushed to your telescope, hoping to catch a glimpse again. And there it was, brighter than before. You scribbled down notes, trying to decipher a pattern. Suddenly, a thought struck you – what if it was a meteor, not just any meteor, but one headed towards Earth?

Panic set in. You ran to your parents, breathless, explaining your theory. They listened patiently but assured you it was probably nothing to worry about. "You have a vivid imagination," your dad said with a smile.

Unconvinced, you decided to take matters into your own hands. The next day, you borrowed books on meteors and space trajectories from the library. Mrs. Monroe raised an eyebrow but said nothing.

For days, you observed, calculated, and double-checked your findings. The patterns matched those of an incoming meteor. Fearful yet determined, you sent an email to a local astronomy club, attaching all your observations.

To your surprise, they responded quickly, expressing concern and promising to look into it. Days passed, and the club confirmed your fears – a small meteor was indeed on a collision course with Earth, near your town.

The next day, the news spread, and soon, experts were involved. Measurements were taken to safely navigate the meteor's landing, preventing any potential disaster. Your town was saved, all thanks to your keen observation and quick action.

At school, you were hailed as a hero. Mrs. Monroe winked at you, "Never underestimate the power of curiosity and a good book." Mr. Baxter patted your back, "You did more than just learn; you applied your knowledge."

The meteor landed safely in the desert, causing no harm. And you, Haven, realized that heroes aren't always in capes or in the limelight. Sometimes, they're just ordinary people with extraordinary curiosity and the courage to act.

The light in the sky, the comments from Mrs. Monroe and Mr. Baxter were all hints of this unexpected turn of events. And as you stood there, a small realization dawned on you: you knew that sometimes, the biggest adventures lie not in the stars, but in the choices we take here on Earth.

**Questions**

Answer the questions below.

1) What was the setting of the story? How did the setting contribute to the development of the plot?

2) a) Identify two instances in the story where foreshadowing was used.

1)

2)

b) How did these moments hint at what was going to happen later in the story?

3) How did the foreshadowing affect your reading experience? Did it make you more curious or suspenseful?

4) How did the use of the second-person point of view make you feel as a reader? Did it make the story more engaging for you?

5) Imagine if the story were set in a different location, such as a busy city or a mountainous region. How might the plot have changed in this new setting? Discuss the possible differences.

Adventure Story – Third Person Perspective

The Mysterious Lighthouse

In the small coastal town of Harborview, there stood a lighthouse that had been abandoned for years. Its history was shrouded in mystery and local tales. Two friends, Marcus and Eliza, were always intrigued by this lighthouse. They often imagined what secrets it might hold. One breezy summer afternoon, they decided to explore it.

The lighthouse, perched on a rugged cliff, overlooked the vast ocean. As they approached, a cold wind shivered down their spines. The door was ajar, creaking as the wind whipped inside, their hearts racing with excitement.

The interior was dark, cluttered with old furniture. Marcus, ever the brave one, led the way up a creaking staircase. They found nothing but empty rooms until they reached the top. There, in the lantern room, they discovered an old, dusty logbook. It contained entries dating back decades. One entry from 30 years ago was particularly intriguing. It mentioned a hidden room in the lighthouse where important documents were kept.

Eliza and Marcus exchanged glances. They hadn't seen a hidden room on their way up. They decided to search for it. After a thorough search, they discovered a door behind a bookshelf on the ground floor. Pushing it open, they discovered a small room filled with old maps and documents.

As they rummaged through the papers, they found a sealed envelope addressed to the Harborview Historical Society. It looked important. Eliza suggested they take it to the society, but Marcus was hesitant. He thought they should open it first to see what was inside. After a brief argument, curiosity won, and they opened the envelope.

Inside was a deed to a significant portion of the coastal land, including where the town's new community center was being built. The deed was dated, but if it were valid, it would mean the land still belonged to the original owner's family, not the town.



Eliza and Marcus were torn. Should they inform the town or the family? They decided to keep it a secret until they could figure out what to do. Days passed, and the burden of the secret grew heavier.

One evening, the local news reported that the community center's construction had uncovered historical artifacts, halting the project. Marcus and Eliza realized the importance of the discovery. Feeling guilty, they decided to take the matter to the Harborview Historical Society the next day.

When they arrived, they were greeted with astonishment. The deed was indeed valid. It turned out the land belonged to the family of an old lady, Mrs. Winters, who lived in Harborview. She had no idea of the family's claim. The town had to renegotiate with Mrs. Winters, who decided the community center project continue, in exchange for preserving part of the land as a historical site.

The discovery made Marcus and Eliza feel a great deal better. However, they couldn't help but wonder what would have happened if they had brought the deed forward earlier. Their decision to keep the deed secret had almost cost them the community center.

The town celebrated the opening of the new community center. The lighthouse was declared a historical landmark. Marcus and Eliza often looked back on their adventure and the significant decisions they had made.

**Questions**

Answer the questions below.

1) Describe the narrator's perspective in the story. How does this perspective influence the way the story is told?

2) How does the plot develop from the beginning to the end of the story? Identify at least three key events that significantly advance the story.

1) _____
_____2) _____
_____3) _____

3) Marcus and Eliza decided to use a sealed envelope instead of directly taking it to the Historical Society. Why do you think they made this choice? Explain your reasoning.

4) If you were in Marcus and Eliza's place, would you have made the same decisions they did? Why or why not?

5) Do you know anyone (a friend, family member, or even a character from another story or movie) who might have made similar decisions to Marcus and Eliza? How are they similar or different from you?

Simile

A **simile** is a way to describe something by comparing it to something else, using the words "like" or "as." It helps make our writing more interesting and helps people picture things better. For example:

- The moon is like a big, round ball of cheese.
- The cake was as hard as a rock.
- The car roared like a lion.
- The water was as cold as ice.



Think about the story below and find examples of simile.

In the heart of a sun-drenched forest, where sunlight trickled down like golden threads through a rich tapestry of leaves, lived a young boy named Alaric. His fur shimmered like burnished copper under the dappled light, and his movements were as fluid as a river weaving through ancient stones.

One crisp autumn day, Alaric embarked on a journey to find the legendary Azure Berry, a fruit said to be as rare as a comet streaking across the night sky. His journey led him through underbrush that crackled beneath his paws like paper, over a stream that flowed like silk, and over hills that rolled like waves in a tempest-tossed sea.

As twilight painted the sky in hues of lavender and rose, an artist's brush painting colour on a canvas, Alaric discovered the berry. It hung from a stem like a sapphire amidst the emerald foliage. With a heart as buoyant as a leaf, he savoured the berry, its taste as exhilarating as the first breath of spring after winter's slumber. Alaric's adventure was a testament to the belief that the most elusive treasures, as shadows at noon, await those who dare to seek.

Simile**Instructions**

Write a sentence with each simile below.

1) as cunning as a fox

2) as happy as a clam

3) as sneaky as a fox

4) run like the wind

5) as light as a feather

6) as tough as nails

7) as loud as thunder

8) shine like the sun

9) as blind as a bat

10) bloom like a flower

Metaphor

A **metaphor** is a way to talk about one thing by calling it something else. It helps us make a picture in our minds. For example, when we say, "The world is a stage," we don't mean it is really a stage, but we understand life better by thinking of it that way.

- The moon is a glowing cookie in the sky.
- Her eyes are shining stars.
- The classroom is a zoo today.
- His wallet is a golden treasure.



Think about the story below and find examples of metaphors.

In the heart of a bustling city, nestled in a vast library, its towering shelves were soldiers guarding the wisdom of ages. One moonlit night, a young boy named Elliott ventured into this maze of knowledge, his curiosity lighting his path.

Elliott stumbled upon a book, its cover worn like an old man's heart, and within its pages, he found a story that spoke to him. The tale was of a brave knight, whose courage was a blazing fire, warming the cold nights of doubt. This journey wasn't a mere walk in the park; it was a mountain to climb, where every step was a battle against fear.

As Elliott flipped through the pages, the story's magic streamed into his heart, teaching him that bravery isn't the absence of fear, but the courage to conquer the night of uncertainties. With each word, Elliott's imagination took flight, soaring into the endless sky of possibilities, understanding that with courage, he was ready to conquer his own mountains.

Metaphor

Instructions

Write the meaning of each metaphor below.

1) The classroom was a beehive of activity before the summer holidays.

2) Sarah and Julie were on the same page.

3) The library was like a treasure chest, filled with worlds to explore.

4) The winter wind is like a giant's breath and cold.

5) Sam's eyes were a blue ocean.

6) The new student was a puzzle everyone wanted to solve.

7) His jokes are fireworks, lighting up the room with laughter.

8) The old book is a time machine, taking us to worlds far away.

9) His dreams are stars he reaches for every night.

10) The final exam was a mountain that we all had to climb.

Imagery

Imagery in stories is when the writer uses words to create pictures in your mind. It is like painting with words so you can see, hear, smell, taste, or touch what is happening in the story without being there. Here are three examples:

- **See:** The big, yellow school bus rumbled down the street, looking like a cheerful banana on wheels.
- **Smell:** The air smelled like fresh cookies from the oven, sweet and warm, making my tummy rumble.
- **Hear:** The meow was as soft as a whisper, like a secret just for me.



Think Read the passage and underline examples of imagery. Write them below.

In a lush forest, under a canopy of golden leaves, stood a grand, ancient oak. Its branches, like the arms of a giant, reached towards the sky, whispering secrets of old to the clouds. The forest floor was a tapestry of vibrant moss and delicate wildflowers painted the ground in hues of emerald and amethyst.

One crisp autumn morning, a curious boy named Alaric ventured into this enchanted grove. His coat, a fiery tapestry of reds and oranges, contrasted starkly against the tranquil green of the forest floor. Sunbeams danced through the leaves, creating a kaleidoscope of light that flickered over Alaric's path, guiding him towards the old oak's roots.



There, nestled in the nook of the tree, lay a golden key, its surface shimmering with an ethereal glow. Intrigued, Alaric picked it up with his nimble paws, the metal sending a shiver of excitement through him. Little did he know, this key unlocked doors to magical realms, hidden within the heart of the forest, waiting to be discovered. With a leap of courage, Alaric set forth, the key's glow illuminating his path, leading him into adventures unknown, where wonders awaited at every turn.

Imagery

Instructions

Imagine you were the one that took this picture. Think about where this picture was taken. Describe it using your five senses.

- What do you see?
- What do you hear?
- What do you feel?
- What do you taste?
- What do you smell?



Write a paragraph about the picture using your notes above to show imagery.

Sensory Language – My Favourite Place

Instructions

Think of your favourite place. Come up with a picture of it in your head. In the respective boxes, list all the things that you see, smell, touch, hear, and taste at this place.

1) What is this place?

2) Where is this place?

What do you see there?

What do you smell there?

What do you hear there?

What do you touch there?

What do you taste there?

PREVIEW

Write

Write a short paragraph about your favourite place using all the sensory details you mentioned on the previous page. It can be a story, an experience or anything related to your favourite place. Use imagery to explain the details.

Draw

Draw your favourite place here. Include all the details you see, feel, hear, touch, and taste there.



Allegory

An **allegory** is a story in which everything stands for something else. It is like a hidden message wrapped in a tale. The characters, actions, and even places can represent real-world issues or moral lessons. It is a way for writers to talk about complex subjects in a simpler form.



Example:

For example, the story "The Lion, the Witch, and the Wardrobe" is not just about children exploring a magical land; it is also an allegory for good versus evil and sacrifice. In the story, the lion represents goodness and sacrifice, similar to figures in religious stories. So when you read an allegory, you are not just enjoying a good story, you are also discovering deeper meanings.

Think

Read the story below and write what is the allegory in the story.

In the tiny village of Willowdale, two children, Jammy and Sammy, found a golden carrot. Jammy wanted to share it with the other children in need, but Sammy wanted to keep it all for himself. "We'll be rich!" Sammy declared. Jammy disagreed, "It's not about being rich; it's about doing what's right."

In the end, they decided to share the golden carrot. The village flourished, and even Sammy realized happiness came from helping others, not hoarding wealth.

Allegory – What moral lesson or issue does the story teach? Explain.

In a far-off land, a sunflower and a dandelion grew side by side in a lush meadow. The sunflower always boasted about its beauty, tall height, and how people took photos beside it. The humble dandelion, however, was content and focused on offering food to bees and other small creatures.

One day, a fierce storm hit the meadow, uprooting the tall, proud sunflower, but the lowly dandelion, with its deep roots, remained unharmed and continued to serve the ecosystem.

Allegory – What moral lesson or issue does the story teach? Explain.

Symbolism

Symbolism is a literary device where an object, character, or action represents something more than its literal meaning. It is used to convey deeper messages, ideas, or themes in a story. For example, a heart symbol often represents love or emotion. In literature, symbols can make the story richer and offer layers of meaning for keen readers to discover.

One well-known example is the green light in F. Scott Fitzgerald's "The Great Gatsby." The green light is not just a physical beacon; it symbolizes Jay's dreams and aspirations, especially his desire for a future with Daisy. This adds complexity and depth to the narrative.



Think: Read the passage below and identify examples of symbolism.

In the heart of the bustling city stood the Grand Clock, with hands that had never moved. Citizens often looked at it, giving it a second glance. However, young Mia noticed that whenever someone performed a selfless act, a soft chime echoed from the Grand Clock. She observed that although it didn't tick forward, the clock had its own way of marking moments of true kindness.

Symbolism – Write examples of symbolism used in the passage.

In the small town of Larkspur, every resident owned a beautifully crafted hourglass, gifted to them on their tenth birthday. Mia's hourglass, filled with silver sand, always sat on her windowsill. As years went by, she noticed something peculiar: whenever she felt time was moving too quickly or moments were slipping away, the sand seemed to flow faster. But on days when she truly cherished every moment, the grains appeared to drift down leisurely. As life's challenges grew, Mia began to understand the true weight and meaning of her hourglass.

Symbolism – Write examples of symbolism used in the story.

Story – The Unexpected Guest

In the quiet town of Cedar Haven, nestled between rolling hills and sparkling streams, lived a baker named Marcus. His bakery, known for its heavenly cinnamon rolls, was the heart of the community. One rainy afternoon, as Marcus prepared his famous rolls, an elderly woman entered the shop. She was drenched and seemed lost. "Could I just sit for a while?" she asked, her voice quivering.

Seeing the old lady, Marcus was immediately taken back to his childhood. His grandmother was just like this old woman. He remembered her words about kindness and helping others.

The way she spoke and her voice brought Marcus back to the present. He greeted her with a warm smile and a fresh cinnamon roll. She talked about everything from weather to baking. She told him about her travels around the world and her love for cinnamon rolls. She also told him of her husband, now gone.



Days turned into weeks, and the old woman, whose name Marcus learned was named Elsie, became a regular. She would sit by the window, her eyes always searching for something or someone.

One day, Elsie didn't show up. Marcus felt a pang of worry but shrugged it off, assuming she was just unwell. The bakery buzzed with customers, and the day went on.

That evening, as Marcus locked up, he noticed a letter tucked under his door. It was from Elsie. In it, she revealed a surprising truth. She had been looking for a long time for her long-lost grandson, whom she had last seen as a child. She'd heard he had moved to Cedar Haven and hoped to find him in a bakery like Marcus's.

The next day, Marcus couldn't shake off the feeling of Elsie's absence. He decided to search for her, using the clues from their conversations. His search led him to a small house on the outskirts of Cedar Haven.

Knocking on the door, he was met by a young man. Marcus's heart skipped a beat as he realized the young man was his own cousin, Lucas, whom he hadn't seen since childhood. Elsie was their grandmother, who had been separated from the family years ago due to misunderstandings and mistakes.

Reunited, Marcus and Lucas brought Elsie back to the bakery. As they shared cinnamon rolls, they laughed and cried, mending broken ties. The bakery, once just a place for sweet treats, became a symbol of reunion and forgiveness, all thanks to a simple act of kindness and a love for cinnamon rolls.

Questions

Answer the questions below.

1) Why do you think Marcus decided to let Elsie stay in his bakery? Would you have made the same decision if you were in Marcus's place?

2) What is the main problem in the story?

3) Identify a decision in the story that you think was a mistake. Explain why.

4) Describe a situation where you or someone you know made a difficult decision. What was the decision, and what was the outcome?

Personal Preference

Did you like this story? Was it interesting to read?

Sequencing the Plot of a Story – Multiple Plots

Sequencing the plots of a story means arranging the events in the order they happen. It's like putting the pieces of a puzzle together so the story makes sense. You start with the beginning, move to the middle where the action heats up, and then reach the ending. It helps you understand the story better.

Read

Read the story below, trying to put the multiple plots in order.

A) Sarah was amazed. The cookies were turning out perfectly, each one golden brown. She scribbled down the process in her baking journal, as Oliver added a pinch of cinnamon.

B) Mid-morning, Oliver rolled out the pie dough smoothly, and the smell of apples and cinnamon drifted into the kitchen. People passing by stopped to take a sniff.



C) By afternoon, the cookie jar was full to the brim, and both young bakers couldn't help but feel they had made something special today.



D) In a cozy community center, Sarah the Baker, Oliver the Pie-Maker, and Emma the Cake Decorator prepared for a baking contest, setting up their stations and hoping to win over the judges.

E) On the other side, Emma was meticulously frosting her three-layer cake, focusing on each swirl of frosting, which showcased her skills.

F) Eventually, a crowd of eager tasters and judges gathered around the harmonious efforts of the three bakers. Each dish was a hit, and the crowd buzzed with the delightful synergy of cookies, pies, and cakes.

G) As the clock neared the contest's end time, Emma delicately placed her cake, while Oliver pulled the pie from the oven and Sarah presented her cookies on a beautiful platter.

H) Sarah carefully measured flour, sugar, and chocolate chips, eager to make her famous cookies that everyone loved.

Sequence

Write the order of the story using the letters for each paragraph. Then answer the question.

Plot Sequence	How did the use of transition words help you order the story?

Narrative Writing - Cause and Effect

In stories, cause and effect means that one event happens because of another. The "cause" is why something happens, and the "effect" is what happens as a result.

For example, if it rains (cause), then people might use umbrellas (effect).
Or, a character tells a lie (cause), and loses a friend (effect).

This helps make the story more realistic and engaging.



Instructions Is the underlined part of the sentence the cause or effect?

1) An <u>angry</u> <u>boy</u> <u>lost</u> his <u>mom</u> , so <u>he got grounded</u> .	Cause	Effect
2) <u>Nadia helped</u> <u>her friend</u> <u>with</u> <u>homework</u> , and her friend was grateful.	Cause	Effect
3) Chiara practiced <u>the piano</u> <u>every day</u> , and <u>she became really good at it</u> .	Cause	Effect
4) <u>It was Maggie's birthday</u> , so <u>she got lots of presents</u> .	Cause	Effect
5) Brian stayed up late watching <u>TV</u> , so <u>he was tired the next day</u> .	Cause	Effect
6) <u>Karen was kind to everyone</u> , and <u>she had many friends</u> .	Cause	Effect
7) The teacher was sick, so the class had a <u>substitute teacher</u> .	Cause	Effect
8) The <u>soccer game was postponed</u> due to heavy rain.	Cause	Effect
9) It was snowing, so <u>school was cancelled</u> .	Cause	Effect

Think

Think of either the cause or effect that matches below.

Cause	Effect
There was heavy rainfall,	
	she became the highest achiever.
They were late for the flight,	
	so, I didn't go to school today.

Biodiversity Story – Cause and Effect

The Circle of Fish in Ahmik Bay

In Ahmik Bay, two Indigenous friends, Nodin and Kaya, were worried about the fish population. Because too many boats were fishing in their bay, the number of fish had decreased dramatically. Nodin and Kaya decided it was time to act, knowing that if the fish disappeared, their community would suffer greatly.



Nodin, a young boy, started researching sustainable fishing methods. When he told the community about his new information, the community listened and was inspired to make changes. A new set of fishing rules was set, focusing on quotas and specific fishing areas.

Kaya, who was good at speaking and organizing, took charge of educating the fishermen. She created flyers and gave talks about the importance of respecting fishing limits. In response, the fishermen started to follow the new rules.

Eager to make an impact, Nodin and Kaya convinced their community to invest in new, eco-friendly fishing gear. Because they switched to sustainable gear, fewer fish were accidentally caught in the nets.



A year later, Nodin used a drone to take aerial footage, eager to assess the results. Because the community followed the new rules, the fish population had increased significantly. Even the older types of fish, which had been disappearing, were making a comeback.

Kaya also noticed a positive change while checking the local market. Since there were more fish, the prices were stabilizing, which made everyone happy. Additionally, the fishermen now had consistent incomes because they adhered to sustainable practices.

The community elders recognized Nodin and Kaya's efforts with a special ceremony, highlighting the importance of respecting nature. More neighboring communities started to inquire about Ahmik Bay's successful turnaround, leading to wider adoption of sustainable practices. For Nodin and Kaya, the journey was not just about saving the fish but about preserving their community's way of life. Due to their actions, the community was now committed to a more sustainable future.

The End

Cause/Effect

Fill in the table below, explaining the cause or the effects.

1) Think of the effects that go with the causes below.

Too many boats were fishing

If the fish disappeared

The community listened

2) Think of the causes that go with the effects below.

he started researching sustainable fishing methods.

the community listened and made changes.

the fishermen started to follow the rules

Think

Write any causes or effects you can think of from the story.

Plots

Plots are events/problems that happen. Write the 3 plots from the story.

Narrative Structure

Understanding Narrative Structure

Narrative structure is like a blueprint for a story. It helps to organize the events in a way that makes the story interesting and easy to follow. Identifying the key elements of a story is called **Story Mapping**. Let's break down what narrative structure involves.

Beginning the Journey: Introduction

Every story starts with an introduction. Here, we meet the main characters and learn about the setting, which is where and when the story takes place. The introduction also gives us a hint about the story's main problem or what the adventure might be.

Building the Excitement: Rising Action

As we move on, we reach the rising action. This part is all about building tension by adding challenges. The characters face problems that make us wonder, "What's going to happen next?" This keeps us engaged and wanting to find out more.

The Story's Peak: Climax

The climax is the most thrilling part of the story. It's the point where all we've been waiting for, where the main problem or conflict reaches its peak. The characters must face their biggest challenge, and everything feels tense and exciting.

The Adventure Winds Down: Falling Action

After the climax, we enter the falling action. Things start to calm down as the characters deal with the aftermath of the climax. They work through the remaining challenges and start to find solutions.

Wrapping Up: Resolution

Finally, every story needs a resolution, where all the loose ends are tied up. The characters have learned important lessons, and the main problem is solved, one way or another. This part leaves us feeling satisfied, knowing how everything turned out for the characters we've been rooting for.

By following this structure, stories can take us on incredible journeys, filled with ups and downs, and leave us feeling like we've been part of something special.

Answer

Which part of the narrative structure is described?

1) The part where everything reaches a thrilling peak where outcomes hang in the balance.	
2) The part where all the story's threads come together, leaving us with a clear ending.	
3) The part where we get to know who is in the story and where it is happening.	
4) The part where tensions rise as challenges appear, making us wonder what will happen next.	
5) The part where tensions start to calm down, and solutions to problems become clear.	

Identify

Which part of the story you think this sentence is from.

1) As the storm approached, they discovered that the boat's engine wouldn't start, leaving them stranded.	Falling Action	Rising Action
2) In a daring move, Hazel stood up to the bully, her voice steady but her hands trembling.	Introduction	Climax
3) As the boat slowly made its way back to shore, the captain and his family sighed in relief.	Falling Action	Rising Action
4) Cedric, following the clues, found himself standing in front of a secret panel in the library.	Resolution	Climax
5) Juliette noticed that the light from the lighthouse shone even during the day, which was unusual.	Falling Action	Rising Action
6) Finley promised to protect the garden, becoming its guardian and friend to the magical beings.	Climax	Resolution
7) After the chest opened, Nora found a map leading to a secret garden her grandmother had once mentioned.	Falling Action	Rising Action
8) On her first day at a new school, Hazel felt both excited and a bit scared.	Introduction	Climax
9) Theo and the old woman descended the tower, revealing the mansion's history and its forgotten wealth.	Falling Action	Rising Action
10) Following the compass, Alex stumbled upon a hidden entrance leading to an underground labyrinth.	Resolution	Climax

Story Mapping – Adventure Beyond The Portal

Once upon a time, in a grand museum filled with ancient relics and mysteries, two friends, Mia and Theo, stumbled upon a hidden chamber behind a moveable exhibit. Their hearts raced with excitement as they discovered a glowing portal, pulsating softly with light. Unable to resist the allure, they stepped through, hand in hand, and found themselves in a breathtaking realm suspended in the sky, with floating islands connected by shimmering bridges of light.

As they explored this skyward world, they encountered a group of friendly cloud sprites who warned of a brewing storm, created by a disagreement between the Sky Queen and the Storm King. The once peaceful sky was now divided, threatening to tear their world apart.

Mia and Theo, inspired by just what they needed, decided to help. They journeyed across floating islands, riding gentle breezes and gusty winds, gathering clues and wisdom from the sky creatures they met along the way.



Then there came a time when they found themselves standing before the towering palaces of the Sky Queen and the Storm King. With courage and newfound wisdom, Mia and Theo mediated a heart-to-heart conversation between the two rulers. They shared tales of the cloud sprites and the beauty of their shared sky, highlighting the strength found in unity.

As understanding dawned upon the Queen and King, the storm clouds began to dissipate, replaced by a harmonious glow that enveloped the sky realm. The once divided sky found common ground, promising to coexist in balance for the sake of their world.

Mia and Theo, having resolved the conflict, were hailed as heroes. The portal shimmered once more, signaling their time to return. With heartfelt goodbyes and promises to visit, they stepped back into the museum, the portal sealing behind them. The adventure had changed them, leaving them with lasting memories of the sky realm and the power of empathy and courage.

Back in the museum, life returned to its usual pace, but Mia and Theo were not the same. They shared their incredible story with others, though most saw it as a fanciful tale. Yet, in their hearts, the adventure was deeply real. They often found themselves gazing up at the sky, reminded of the friends they made among the clouds and the lesson they learned about understanding and unity. The portal remained hidden, a secret gateway to a world above, waiting for the day they might return to the sky realm for another extraordinary adventure.

Instructions

Identify the key elements of the story and fill the story map below.

Introduction**Rising Action****Falling Action****Climax****Resolution****PREVIEW**

Characterization

Understanding Characters

When we read stories, we meet characters who are like people in real life. They can be brave, scared, kind, or even mean. To understand them better, we look at how they are shown in the story. This is called characterization.



Ways to Show Characters

There are two ways authors show us what characters are like:

- 1) **Direct Characterization:** This is when the author tells us directly what a character is like. For example, the author might say, "Alex is very brave." It is like a friend telling you about someone you know.
- 2) **Indirect Characterization:** This is like a detective game. The author gives us clues through what the character does, says, and how others react to them. We have to put these clues together to understand the character.

Steps to Analyze Characters

To really get to know the characters, follow these steps:

- **Observe:** Pay attention to what the character says and does. Are they helping others? Do they tend to get angry quickly?
- **Think About Reactions:** How do other characters react to them? This can tell us a lot about their personality.
- **Look at Changes:** Do they change throughout the story? Maybe they learn something new or become a better friend.
- **Ask Why:** Try to understand why they act the way they do. What is important to them? What are they afraid of?

By looking closely at these things, you can start to see what makes each character special and what role they play in the story. This helps us enjoy the story more and maybe even learn something about ourselves!

Instructions Read the sentences below and circle what characterization type is used.

1) Max is a very compassionate and caring brother who always looks after his younger sibling.	Direct	Indirect
2) Arthur is known among his friends as a brave and adventurous soul, never backing down from a challenge.	Direct	Indirect
3) During group projects, Charlotte always took charge, organizing tasks and ensuring everyone was heard.	Direct	Indirect
4) Every morning Ruby greeted her classmates with such enthusiasm that it brightened their day.	Direct	Indirect
5) At the sight of a stray dog, Mia stopped and spent her lunch break making it a friend.	Direct	Indirect
6) Coach Thompson was a patient and encouraging figure to all his athletes, pushing them to their best.	Direct	Indirect
7) Whenever someone dropped their books in the hallway, Benjamin was the first to help them up.	Direct	Indirect
8) Nora is a kind-hearted volunteer, dedicating her time to help those in need in her community.	Direct	Indirect
9) Tina is a talented painter, whose artworks reflected her deep passion and creativity.	Direct	Indirect
10) In the quiet of the classroom, Oliver meticulously organized his desk, aligning his books and pencils neatly.	Direct	Indirect
11) Without hesitation, Lucas shared his last piece of chocolate with his friend, who had forgotten his snack.	Direct	Indirect
12) Derek is a notorious troublemaker, often found planning pranks and causing mischief around the school.	Direct	Indirect
13) As the team struggled during the game, Julian kept motivating them, never letting their spirits drop.	Direct	Indirect
14) In the middle of the library's silence, Hannah quietly slipped a comforting note to her friend who looked sad.	Direct	Indirect
15) Principal Walters is fair but strict, ensuring the school runs smoothly and efficiently.	Direct	Indirect

Characterization – The Dream Painter

In the heart of a bustling city park, where the greenery meshed with the urban sprawl, lived Rowan, an extraordinary young artist with a secret talent: he could paint dreams. Not just any dreams, but the vivid, wild dreams that people whispered about in the daylight. Rowan's canvas was the city's underpass, a place most overlooked, but for him, it was a gallery of hopes and dreams.

Rowan's friend, Harper, was the only one who knew of his hidden ability. Harper was practical, with a keen sense for music. Harper's heart, always there to encourage Rowan, never doubted his mind.



One sunny afternoon, when the park was full of laughter and children played, Rowan set out to paint a new dream. This time, it was about flying over the city, touching the clouds, and feeling the freedom of the air. He dipped his brush in the paint, each stroke on the concrete canvas bringing the dream to life. Harper sat nearby, strumming a guitar, the soft melody blending with the sounds of the park.

As the painting neared completion, an elderly man, Mr. Avery, who often fed the birds, paused to watch. His eyes sparkled with a mix of surprise and joy as he gazed at Rowan's work. "I once dreamt of flying like that," he said, looking up at the sky. Rowan smiled, feeling a connection to his younger self.

Rowan smiled, his heart swelling with pride. "Then this painting is for you, Mr. Avery. To remind you that dreams never age." Word of the dream painter spread, drawing more people to the underpass, each curious to see the boy who painted dreams. But for Rowan, it wasn't about the fame; it was about connecting, one dream at a time.

As the city night wrapped the park in a gentle hush, Rowan and Harper sat watching the stars, wondering about the dreams they would paint and play next. In that moment, the underpass wasn't just an underpass; it was a bridge to the heart, painted in the hues of dreams.

Instructions

Characterize Rowan. Draw what you think he looks like in the center and answer the following questions related to his personality.

What does your character do?

What do you think is going on in
your character's mind?

What traits do you
think your
character has?

What do other
characters in the
story think of your

PREVIEW

Block 5:

Persuasive Texts

Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you believe the text? Has it changed your opinion?
- ✓ Reading Comprehension Strategy: Inferencing

Techniques of Persuasion

Understanding Persuasion

Persuasion is a technique used to convince someone to believe in an idea or to take a certain action. It is something we see every day in advertisements, speeches, and even conversations with friends. There are two main types of persuasion techniques: emotional appeals and logical appeals. Both play a significant role in influencing our thoughts and decisions.

Emotional Appeals: Tugging at the Heartstrings

Emotional appeals are designed to elicit an emotional response from the audience. This is achieved by creating a connection with the audience's feelings, such as happiness, sadness, or excitement, to persuade them. For example, a charity might show images of children in need to evoke a sense of compassion and encourage donations.

Key Points of Emotional Appeals:

- Aim to connect with the audience's emotions.
- Use stories, images, or music to evoke feelings.
- Effective in creating a strong, immediate response.

Logical Appeals: The Power of Reason

On the other hand, logical appeals use facts, evidence, and reasoning to persuade. This approach appeals to the audience's sense of logic and intellect. When someone uses a logical appeal, they present data, statistics, and structured arguments to prove their point. For instance, a science report might use research findings to convince the audience about the importance of recycling.

Key Points of Logical Appeals:

- Rely on facts, evidence, and reasoning.
- Aim to convince the audience through intellect.
- Use clear, well-structured arguments and data.

Blending Emotion and Logic

In many cases, effective persuasion involves a combination of both emotional and logical appeals. By appealing to both the heart and the mind, one can create a more compelling argument that resonates on multiple levels. For example, a public health campaign might use statistics about the dangers of smoking (logical appeal) along with stories of individuals affected by smoking (emotional appeal) to persuade people to quit smoking.



Identify

Read the following statements from different speeches and advertisements. Circle the type of persuasive appeal is being used.

1) Every moment with your family is precious; don't let time slip away unnoticed.	Emotional	Logical
2) Join us in the fight against hunger, because everyone deserves a warm meal.	Emotional	Logical
3) A vegetarian diet can lower the risk of heart disease by 25%.	Emotional	Logical
4) Vaccinated communities show a 90% decrease in disease outbreaks according to health reports.	Emotional	Logical
5) Let the world fill your heart, imagining a world united.	Emotional	Logical
6) Exercising for 30 minutes daily can increase your lifespan by up to 4 years.	Emotional	Logical
7) Recall the pride your parents felt when you took your first step.	Emotional	Logical
8) Educational apps encourage learning by 40% in school-aged children, research in	Emotional	Logical

Write

Write an advertisement to sell the following arcade machine. Use emotional and logical appeals to persuade the buyer.



Activity: Persuasive Speech Challenge

Objective

What are we learning more about?

To enhance students' public speaking, persuasion, and critical thinking skills by writing and presenting a short speech on a chosen topic. Students will learn to effectively use emotional appeals, logical reasoning, and establish their credibility to persuade an audience.



Instructions

How do we complete the activity?

- **Step 1: Understanding Persuasion**

Discuss the importance of persuasion, focusing on emotional appeal (pathos), logical appeal (logos), and establishing credibility (ethos).

- **Step 2: Choosing a Topic**

Provide a list of suitable topics and encourage students to choose one that interests them.

- **Step 3: Crafting the Speech**

Students will research their chosen topic, gathering facts, statistics, and examples to support their argument. Encourage them to think of personal experiences or anecdotes that could help make an emotional connection with their audience. Guide students to write their speeches, ensuring they incorporate elements of pathos, logos, and ethos. The speech should have a clear introduction, body, and conclusion.

- **Step 4: Practice**

Give students time to practice their speeches in class. They can practice in front of peers or in small groups, providing each other with constructive feedback. Emphasize the importance of body language, eye contact, and voice modulation in enhancing their message.

- **Step 5: Presentation**

Organize a class event where each student presents their speech. Use a timer to ensure speeches are kept to a predetermined length (e.g., 3-5 minutes). Encourage the audience (the rest of the class) to listen actively and respectfully.

- **Step 6: Reflect**

Conclude the activity with a reflection session. Allow students to fill a worksheet to share their experiences, what they learned about persuasion, and how they felt while giving their speeches. Discuss how these skills can be applied in other areas of their lives.

Name: _____

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Curriculum Connection
CST7.1, CST7.6

Choose

Choose one of the following topics for your speech.

The Future of Space Travel	Mysteries of the Deep Ocean	Life on Mars
Virtual Reality Worlds	Renewable Energy	The Art of Video Games
Secrets of Ancient Egypt	Robotics and Society	Superheroes and Society
The Science of Happiness	Wildlife Conservation	The World of Anime
Adventure Time Travel	Extreme Sports Thrills	The Magic of Harry Potter
Bermuda Triangle Mystery	The Future of Transportation	The Impact of Social Media
Dinosaurs vs. Robots	World's Tallest Buildings	Secrets of the Human Brain

Write

Write the title of your topic. Then write your speech.

Which topic did you choose?

Reflection

Answer the following questions.

1) Why did you choose this topic for your persuasive speech?

2) Reflect on your experience of delivering the speech. How did you feel before, during, and after the presentation?

3) Ask your peers and class to rate the persuasiveness of your speech on a scale from 1 to 10. Record the ratings and calculate the average.

Ratings	
Average Rating	


Self - Evaluation

Answer the following questions.

1) Based on the peer ratings and your own reflection, how persuasive was your speech?

2) How can the skills you practiced and developed through this activity be applied in other areas of your life or in future projects?

Persuasive Writing Advertisement

 **Unlock the Power of Words: Join the Ultimate Persuasive Writing Class!** 

Why This Class Is a Must

- Master the art of persuasion to get what you want.
- Elevate your grades in English and other writing-heavy subjects.
- Learn lifelong skills that will help in real-world situations like job interviews and debates.

Boost Your Persuasive Writing

- Argumentation: Learn how to make your point convincingly.
- Boost Confidence: Feel more secure when expressing your opinions.
- Critical Thinking: Develop your ability to evaluate situations and form well-reasoned arguments.
- Effective Communication: Avoid misunderstandings by getting your message across clearly.

Skilled Instructors

Our certified teachers have years of experience in helping students improve their writing. They'll give you step-by-step guidance to make sure you succeed!

Course Highlights

- Structuring your essay for maximum impact.
- Using solid evidence to support your arguments.
- Crafting engaging introductions and conclusions.


Special Features


- Individualized feedback on assignments.
- Interactive lessons to keep you engaged.
- Techniques to excel in any writing exams.

When & Where

Classes kick off next month! They're all online, so you can join from your home, school, or anywhere with internet.

Limited Seats Available

Hurry and sign up today to grab your spot. This is a golden opportunity to turn your writing into your superpower! 

 **Sign Up Now and Shape Your Future With Words!** 

True or False

Is the statement true or false?

1) One benefit of persuasive writing is that it boosts confidence.	True	False
2) The course is only for students who are bad at writing.	True	False
3) The course teaches techniques to excel in writing exams.	True	False
4) The class will help you improve your grades in Math.	True	False
5) The class offers individualized feedback on assignments.	True	False

Questions

Answer the questions below.

1) What is persuasive writing?

2) Write more engaging and persuasive synonyms for the words below.

Original Word	Option 1	Option 2	Option 3	Option 4
Happy				
Good				
Bad				
Cool				
Wrong				

3) Why would the jobs below need good persuasive skills?

Social Worker	
Politician	
Negotiator	
Public Relations Specialists	

Persuasive Writing – Multiple Perspectives

Why Smartphones Shouldn't Be Allowed at Recess

Did you know that 82% of middle schoolers own smartphones? While they can be useful, studies suggest that using phones during recess can negatively affect academic performance. Researchers indicate that 20 minutes of face-to-face interaction boosts social skills and mental well-being. Plus, the Public Health Agency of Canada recommends at least one hour of physical activity per day for children, and recess is a perfect time to get moving. Smartphones can be a roadblock to both these crucial aspects of growing up.

Why Smartphones Should Be Allowed at Recess

I think smartphones should be allowed during recess. To me, recess is a break time and kids should be free to do what they enjoy. Sometimes, sharing a cool picture or a funny video with a friend can make recess even more fun. It's just a modern way of hanging out. If we can play and have fun, why not check our phones too? After all, it's about having a bit of freedom and making our own choices during our break. That's just how I feel.

Think Critically

Answer the questions below.



1) Which text is more persuasive? Explain your answer.

2) Which text uses facts? Do facts help the author be more persuasive?

3) Which text uses opinions and emotions? Do you think being emotional is persuasive?

Inferences – Implicit or Explicit Evidence

Explicit Evidence: Explicit evidence is information that is clearly stated and easy to find in a text.

- **Example:** If a story says, "Sara is a doctor," we know for sure what Sara's job is.

Implicit Evidence: Implicit evidence is information that is not directly stated, and you have to figure it out yourself.

- **Example:** If a story describes Sara wearing a white coat and helping sick people, but does not say she is a doctor, you would use those clues to understand that she probably is a doctor.

Instructions: The evidence provided is explicit, meaning it's directly stated. Form an inference (an educated guess or assumption) you can draw based on this clear evidence.

Example – Evidence The sign says "No Parking."

Inference

1) Explicit Evidence John successfully passed his driving test on his very first attempt.

Inference

2) Explicit Evidence The delicious pie is made of apples.

Inference

3) Explicit Evidence On weekdays, the store closes its doors at 5 p.m.

Inference

4) Explicit Evidence The meeting is scheduled to take place in Conference Room A.

Inference

5) Explicit Evidence Her favourite subject is definitely history.

Inference

6) Explicit Evidence She scored the highest marks in her entire math class.

Inference

Block 6:

Expository Texts

Focus

- ✓ Cause and effect essays
- ✓ Compare and contrast essays
- ✓ Problem and solution report – text pattern: the order of the report
- ✓ Diversity, inclusion, and accessibility themes – facts
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Synthesizing
- ✓ Five Paragraph Essays – Reading Thesis Statements
- ✓ Blog Post – Test Patterns and Text Features
- ✓ Procedural Writing – How-to guides, Comparing Instructions

Reports – Text Features

What is a Report?

Reports are organized documents that present specific information on a topic in a structured manner. They're essential tools in academic, professional, and even day-to-day settings. Whether you're summarizing a scientific study or detailing a community project, the structure of a report helps convey your message clearly.



Key Text Features

A well-structured report includes various text features designed to aid the reader.

- **Headings and Subheadings:** These labels divide the report into sections and topics, offering easy navigation.
- **Lists:** Both bulleted and numbered lists organize complex information, making it easy to understand.
- **Graphs, Tables, and Diagrams:** These visual elements present data in an easily digestible format.
- **Icons:** Simple images that represent certain information, like a lightbulb for a tip or a caution sign for a warning.
- **Preface:** A short introduction that outlines what the report will cover.
- **Glossary:** A list of terms and their definitions, usually found at the end of the report.
- **Paragraphs:** Short, focused segments of text that organize the information.

Why Structure Matters in Reports

The structure of a report plays a crucial role in how your message is received. Text features such as headings or lists can help break down complex ideas into manageable pieces. For example, in a report on global warming, a diagram could be used to show rising temperatures over time. This allows the reader to visually grasp the severity of the issue, thereby enhancing understanding.

True or False

Is the statement true or false?

1) A report presents information in an unorganized way.	True	False
2) Headings and subheadings are used to divide the report into sections.	True	False
3) A preface outlines what the report will cover.	True	False
4) Paragraphs in a report are long and contain multiple topics.	True	False
5) Text features in a report can make it difficult to understand.	True	False

Scaven Hunt: Find a fiction book and look for examples of the text features from the list below. Write down the name of the book and the page number on which it can be found.

Text Form	Name	Page Number
Heading		
Subheading		
Lists		
Graphs, Tables and Diagrams		
Icons		
Preface		
Glossary		
Paragraph		

Problem and Solution Report

Preface

This report aims to provide students with an understanding of the critical issue surrounding the Aral Sea, specifically focusing on the overuse of water resources. We will explore the problem and consider two potential solutions to mitigate its impact.

The Vanishing Act: Understanding the Aral Sea Crisis

Once one of the world's largest lakes, the Aral Sea has experienced drastic reductions in both size and volume over the past few decades. This environmental catastrophe is mainly due to the excessive use of the lake's water resources for agricultural practices.

The Cause: Water diversion for large-scale agriculture, specifically through irrigation systems, has drained significant amounts of water from the Aral Sea. As a result, the sea's water level has dropped, leading to ecological disasters and threatening local communities who rely on the sea for livelihood.

Solutions: Pathways to Restoration

Solution 1: Water Conservation in Agriculture

One approach to solving this issue is by implementing more efficient agricultural practices. Using drip irrigation systems instead of traditional methods can significantly reduce water consumption. This switch would allow for more water to naturally flow back into the Aral Sea.

Solution 2: Legal Measures and Policy Changes

Another solution involves establishing strict regulations on water usage. Governments can set limits on the amount of water extracted for agricultural and industrial use. Effective enforcement of these laws would help restore the Aral Sea over time.

Glossary

- **Aral Sea:** A lake located in Central Asia that has dramatically reduced in size due to overuse of its water resources.
- **Irrigation:** The artificial application of water to land for agricultural purposes.
- **Ecological Disaster:** Severe damage to the environment, often caused by human activities.
- **Drip Irrigation:** A water-efficient method of irrigation that delivers water directly to the roots of plants.

By understanding the Aral Sea crisis and its potential solutions, we can work together to restore this vital natural resource for future generations.



Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Were the problem and solutions clearly written in the report? Explain.

3) Which solution do you think is better? Explain why.

Evaluate

Evaluate the report based on the features used.

1) Was this report easy to understand?

☐ Very Easy☐ Easy☐ Neutral☐ Somewhat difficult☐ Very difficult

2) How did the text features help you understand the report?

Report – Oceans of the World

Earth's Five Oceans

1. Pacific Ocean
 - **Size:** Approximately 165 million square kilometers
 - **Deepest Point:** Mariana Trench, about 11,034 metres deep
2. Atlantic Ocean
 - **Size:** Around 85 million square kilometers
 - **Notable Feature:** The Bermuda Triangle, a region with a high number of ship and aircraft disappearances
3. Indian Ocean
 - **Size:** Approximately 70 million square kilometers
 - **Environmental Concern:** Endangered by pollution and overfishing
4. Southern Ocean
 - **Size:** Approximately 20 million square kilometers
 - **Climate:** Host of strong winds, crucial for regulating Earth's climate
5. Arctic Ocean
 - **Size:** Approximately 5 million square kilometers
 - **Wildlife:** Home to polar bears, walruses, and various seal species

Ocean Depths and Marine Life

- The average depth of the oceans is about 3,688 metres.
- The oceans are home to over 230,000 known species of marine life.
- The deepest part of the ocean is the Challenger Deep in the Mariana Trench, with depths of over 11,000 metres.

Ocean Resources and Human Impact

- Oceans provide 50% of the Earth's oxygen and absorb 25% of all carbon dioxide emissions.
- Over 3 billion people depend on marine and coastal biodiversity for their livelihoods.
- Plastic pollution: An estimated 8 million tonnes of plastic enter the oceans each year.

Ocean Currents and Climate

- The Great Ocean Conveyor Belt is a constantly moving system of deep-ocean circulation driven by temperature and salinity.
- Ocean currents regulate global climate by transporting warm and cold water around the planet.
- El Niño and La Niña are climate patterns in the Pacific Ocean, influencing weather worldwide.

Scanning a text means quickly looking through a written document to find specific information or keywords without reading everything in detail. It's a skill used to locate particular facts, figures, names, dates, or other specific details without focusing on the broader context or comprehending the entire text.

Scan

Scan the text of the report by quickly looking through it and then answer the following questions.

Questions		Answers
1)	What is the largest ocean?	
2)	How many people rely on marine life for livelihoods?	
3)	Which ocean is the Bermuda Triangle?	
4)	What is the deepest part of the Indian Ocean?	
5)	Which is the warmest ocean?	
6)	What drives the ocean currents?	
7)	What's the average depth of the ocean?	
8)	How many species live in oceans?	
9)	What's the deepest part of the ocean called?	
10)	How much of Earth's oxygen do oceans produce?	

Evaluate

Re-read the report and answer the following questions.

1) How does the report explain the role of oceans in regulating Earth's climate and carbon dioxide emissions? Do you think this information is presented clearly?

2) Assess the structure of the report. Were the headings and subheadings effective in organizing the information? What improvements, if any, would you suggest?

Report – The Solar System

Overview of the Solar System

The Solar System consists of the Sun, eight planets, their moons, and various smaller objects like asteroids and comets. The Sun, at the centre, is a massive star providing light and heat. It's 1.4 million kilometers in diameter, making it 109 times wider than Earth.

The Planets

- Mercury: Closest to the Sun, it has no moons. A year on Mercury is just 88 Earth days.
- Venus: Similar in size to Earth, but extremely hot with temperatures around 475°C.
- Earth: The only planet known to support life, 70% covered by water.
- Mars: The Red Planet, it has the largest volcano in the Solar System, Olympus Mons.
- Jupiter: The largest planet, with a diameter of 139,822 km. It has a famous storm called the Great Red Spot.
- Saturn: Known for its prominent ring system made of ice and rock.
- Uranus: Rotates on its side and has many moons.
- Neptune: The farthest planet from the Sun, with strong winds reaching 2,100 km/h.



Moons and Other Objects

- Earth's Moon: The fifth largest moon in the Solar System, with a diameter of about 1/4 that of Earth.
- Asteroids: Mostly found in the Asteroid Belt between Mars and Jupiter. The largest, Ceres, is 940 km across.
- Comets: Made of ice and dust. Halley's Comet, for instance, is visible from Earth every 76 years.

Interesting Facts

- The Sun makes up 99.8% of the Solar System's mass.
- Venus is the hottest planet, not Mercury.
- Jupiter has 95 moons, the most of any planet.
- Saturn's rings could be remnants of a destroyed moon.

The Scale of the Solar System

- The distance from the Sun to Neptune is 4.5 billion kilometers.
- Light from the Sun takes about 8 minutes to reach Earth.
- The Voyager 1 spacecraft, launched in 1977, is the farthest human-made object from Earth, over 22 billion kilometers away.

Scan

Scan the text of the report by quickly looking through it and then answer the following questions.

Questions		Answers
1)	What is at the centre of the Solar System?	
2)	How many planets are in the Solar System?	
3)	What planet is closest to the Sun?	
4)	What is the hottest planet?	
5)	What percentage of Earth is covered by water?	
6)	What is known as the red planet?	
7)	Which is the largest planet?	
8)	How many moons does Jupiter have?	
9)	How often is Halley's Comet visible from Earth?	
10)	How long does light from the Sun take to reach Earth?	

Evaluate

Re-read the report and answer the following questions.

1) Do you think the report provided enough information about the Solar System? Why or why not?

2) How effective was the report in making you interested in learning more about the Solar System? Provide specific examples from the report to support your answer.

Cause and Effect Essay – Deforestation

The Domino Effect: Understanding Deforestation

Introduction

Deforestation is a serious environmental issue that has far-reaching consequences. The central theme of this report is that deforestation not only impacts the trees that are removed but also has a ripple effect on the whole ecosystem and even humans.

What Causes Deforestation?

Deforestation is primarily caused by human activities. Below are some leading causes:

- **Agriculture:** Clearing land for crops and livestock.
- **Logging:** Harvesting trees for wood and furniture.
- **Urban Development:** Expanding cities and towns.



Unveiling the Consequences

- **Environmental Impacts:** When large areas of forest are cleared, several harmful outcomes can occur, such as:
- **Soil Erosion:** Trees help to hold the soil together.
- **Loss of Biodiversity:** Many plant and animal species lose their habitats.
- **Climate Change:** Forests absorb carbon dioxide, a greenhouse gas, that causes climate change.

Social and Economic Repercussions

Forests are not just a collection of trees; they are important for human societies. Deforestation can result in:

- **Decreased Livelihood:** Many people depend on forests for their livelihood, including indigenous communities.
- **Water Issues:** Forests play an important role in the water cycle. Their loss can result in water scarcity in the area.

Conclusion: Final Insights

By understanding the causes of deforestation, we can try to find solutions that go beyond replanting efforts and aim to resolve the underlying causes. This is essential for the sustainable management of our planet's resources and the long-term well-being of all its inhabitants.

True or False

Is the statement true or false?

1) Deforestation is a natural event that is not caused by humans.	True	False
2) Agriculture is one of the leading causes of deforestation.	True	False
3) The loss of forests has no impact on climate change.	True	False
4) Trees play a role in preventing soil erosion.	True	False
5) Urban development is a leading cause of deforestation.	True	False

Evaluate

Answer the following questions.

1) List two causes of deforestation mentioned in the essay.

2) Name two environmental impacts/effects of deforestation.

3) What social and economic repercussions are discussed?

4) Do you think the essay effectively argues its thesis statement? Why or why not?

5) How easy was it is to understand the report due to the text features?

☐ Very easy☐ Easy☐ Neutral☐ Somewhat difficult☐ Very difficult

Five Paragraph Essay – Thesis Statement

In an essay, a **thesis statement** makes it clear what the essay will discuss. In 5-paragraph essays, the following will be presented:

- 1) **Introduction:** first paragraph that includes the thesis statement
- 2) **Body paragraph 1:** discusses the first main point
- 3) **Body paragraph 2:** discusses the second main point
- 4) **Body paragraph 3:** discusses the third main point
- 5) **Conclusion:** wraps up the essay by restating the thesis using different words.



The thesis statement in a 5-paragraph essay is easy to find. It will introduce the 3 main points, so that the reader knows exactly what the essay will be about.

Find Underline the thesis statements in the introductions to the 5-paragraph essays

1) Playing a team sport is about more than just winning or losing. It's a journey where you learn to work with others, discover your strengths and weaknesses, and experience the joy of achievement. In the following paragraphs, we'll explore the importance of teamwork, discipline, and personal growth in the world of team sports.

2) Reading is more than just looking at words on a page. It's a gateway to other worlds, a way to learn new things, and a chance to walk in someone else's shoes. In this essay, we'll explore the adventures found in books, the knowledge they impart, and the empathy they foster.

3) Nature is like a colourful tapestry with many threads woven together. Whether you hike in the woods, visit to a beach, or gaze at the stars reveals something new. This essay will touch on the beauty of nature, the lessons it teaches, and the peace it brings to our souls.

4) Art is a language spoken without words. Through paintings, sculptures, and music, artists share stories, emotions, and ideas. Let's embark on a journey where we'll look at the storytelling aspect of art, the emotions it evokes, and the innovative ideas it presents.

5) Pets are more than just animals; they are family. They bring joy to our days, teach us responsibility, and offer unconditional love. In this piece, we'll discuss the happiness pets bring, the duties they teach us, and the bond of friendship they offer.

Five Paragraph Essay – Thesis Statement

Write

Read the first part of the introductions below and then write the thesis statement. You will need to think of 3 points related to the topic.

1) Gardening is not just about planting seeds and watching them grow. It's a journey of discovery, patience, and creativity. In this essay, _____

2) The universe is a mysterious realm of wonders. From twinkling stars to distant planets, space offers endless opportunities for exploration. This essay will _____

3) Beneath the surface of the ocean lies a world teeming with life and beauty. From colourful coral reefs to majestic whales, the underwater realm is both fascinating and vital. This essay will explore _____

4) Math is more than just numbers and equations. It's a language that describes the patterns and rhythms of the universe. _____

5-Paragraph Essay – Social Media

The Influence of Social Media on Youth

In today's digital age, social media plays a significant role in the lives of young people. It offers a platform for connection, expression, and discovery. While social media has its benefits, such as building friendships and learning about the world, it also has potential downsides like cyberbullying and the pressure to be perfect. This essay will explore the positive connections made through social media, its role as a source of information, and the challenges of online negativity.

Firstly, social media platforms like Instagram, Snapchat, and TikTok allow youths to connect with friends and make new ones. They can share experiences, chat with pals from school, or even bond with others who share hobbies from different parts of the world. Especially during times when staying indoors is required, these platforms provide a virtual space to stay in touch.

Secondly, social media acts as a window to the world. Young people can learn about different cultures, discover news, or even pick up a new skill. For instance, many have learned to cook, dance, or craft through short tutorial videos on platforms like YouTube. It's a modern way to explore interests and grow.

However, social media is not without its challenges. There is a pressure to present a "perfect" life, leading to comparisons and sometimes low self-esteem. Cyberbullying is also a concern, where some might face negative comments or be made to feel left out. It's crucial for young people to remember that online life isn't always an accurate reflection of reality and to talk to someone if they feel overwhelmed.

In conclusion, while social media offers many opportunities for connection and learning, it's essential to use it mindfully. By focusing on the positives, being genuine, and standing up against negativity, the youth can navigate the digital world confidently and safely.

Questions

Answer the questions related to the text features/forms/patterns

1) What is the title of the essay? What does it tell you about the essay's main topic?

2) How many paragraphs does the essay contain? Which paragraph introduces the main points?

3) Does the essay have a formal or informal tone? Provide an example from the text.

4) Thesis statement: Write the thesis statement below.

5) Does the essay present both sides of the argument?

6) Write 3 ideas for essays you might be interested in writing about.

PREVIEW

Blog Post – Listing Information

The Power of Sleep: 10 Reasons To Get Enough Sleep

Introduction

Hey, students! We often hear that sleep is important, but do we know why? The thesis of this blog post is simple: getting enough sleep is not just about feeling less tired; it affects our well-being in many ways.



Top 10 Reasons to Get Enough Sleep

1. Boosts Memory: A good night's sleep can improve your memory and help you recall what you learned during the day.
2. Enhances Mood: Lack of sleep can make you grumpy and **irritable**. Adequate sleep makes you more pleasant to be around.
3. Improves Concentration: It's harder to focus when you're tired. Sleep helps you pay better attention in class.
4. Fights off Illness: Sleep strengthens your immune system, helping your body fend off viruses and bacteria.
5. Promotes Healthy Growth: For those still growing, sleep releases **growth hormones**.
6. Aids in Weight Management: Poor sleep can interfere with your metabolism and could lead to weight gain.
7. Enhances Physical Performance: Whether it's gym class or a weekend sport, you'll perform better after a good night's sleep.
8. Reduces Stress: It's easier to manage stress and make rational decisions when you're well-rested.
9. Supports Heart Health: Good sleep can lead to a healthier heart by reducing stress and lowering blood pressure.
10. Improves Creativity: Believe it or not, sleep can spark your creativity. Your brain connects new ideas while you rest, leading to a boost in imagination.

Conclusion

Getting sufficient sleep isn't a luxury; it's a necessity for a healthy, balanced life. Not only does it refresh your body and mind, but it also contributes to a more **productive** and joyful day ahead. So, don't underestimate the power of sleep; it's more beneficial than you might think!

Text Forms

Answer the questions below.

1) What main headings are used in the blog post?

2) Blog posts often include a list rather than paragraphs. Why do you think that is?

Synthesize

Size necessary for the bolded words in the blog post.

Evaluate

Evaluate the blog post by answering the following questions.

1) Did you like the blog post? What did you like/not like?

2) Do you trust this information? What might make you trust it more?

Blog Post: Animal Testing

3 Comments/ Posted on Date:
February 5, 2024

The Dilemma of Using Animals in Science

Animal testing is a hot topic in the scientific and commercial industries. For decades, animals have been used to test the safety and efficacy of new medications, cosmetics, and other products. This process involves exposing animals to see if these products are safe for humans. The big question is: Is it right to use animals in this way, or should we explore other methods?

The Case for Animal Testing

Some argue that animal testing is essential for advancing medical and scientific knowledge. It's seen as a crucial step in developing new medicines and ensuring they're safe before they reach humans. This side believes that, although not perfect, animal testing is the best option we currently have to protect human health.

The Search for Alternatives

On the flip side, many people believe we should use alternative methods instead of animal testing. With technology advancing rapidly, there are now more options available, like computer models and cell cultures, that can mimic human reactions without using animals. This group argues that these methods are not only more humane but can also be more

reliable and less costly.

User Comments:

Maxwell L. – February 6, 2024:
I support animal testing because it's vital for medical progress. We wouldn't have many life-saving treatments without it. It's all about finding a balance between scientific advancement and ethical treatment of animals.

Quentin P. – February 6, 2024:
I disagree with Maxwell. Animal testing is outdated and cruel. We have the technology to replace it with other methods that are more ethical. It's time for science to move on from using animals as test subjects.

Rowan S. – February 7, 2024:
Maxwell makes some points, but I stand with Quentin. Not only is animal testing inhumane, but it's also often ineffective because animals don't always react to substances the same way humans do. We should invest more in alternative research methods that are ethical and yield results more applicable to human health.



Evaluation

Answer the questions below.

1) What is the main argument of the blog post?

2) What are the two opposing viewpoints presented in the blog post?

3) Do you think the author provided enough evidence for both viewpoints? Why or why not?

4) Is the author biased towards one viewpoint? If so, how?

Reflection

What is your opinion on the topic of animal testing after reading the blog post?

Persuasive Letter – Social Media Age Restrictions

Dear Mr. Hendricks,

I hope this letter finds you well. I'm writing to share my thoughts on an issue that's been on my mind lately: the minimum age for social media usage. After much consideration, I strongly believe that there should be a set minimum age, and here's why.

The crux of my argument lies in the understanding that the brains of children and adolescents are in a critical stage of development. During these formative years, they are highly impressionable and vulnerable to the myriad influences that pervade social media platforms. Studies have consistently highlighted the negative impact that premature exposure to social media can have on young individuals, ranging from diminished self-esteem to more severe mental health challenges.



Furthermore, social media is not merely a platform for casual interaction but a vast and intricate network where information and misinformation coexist. Recognizing the inaccuracy of online content demands a level of critical thinking and media literacy that is typically beyond the capacity of young children. Premature exposure to the unchecked flow of information could not only confuse but potentially mislead them, fostering unhealthy perceptions and behaviours.

In addition to the psychological and cognitive considerations, implementing a minimum age threshold for social media participation would encourage meaningful dialogue within families about digital citizenship. It would compel parents to engage with their children on topics such as online privacy, the importance of authentic connections, and the responsible use of technology.

While determining the ideal criterion for social media access is complex, a minimum age serves as a practical and effective measure to ensure the safety and development of our children. By advocating for age restrictions, we are not seeking to curtail freedom but rather to provide a nurturing environment in which our young can grow, learn, and eventually navigate the digital world with wisdom and discernment.

I urge you to consider the points raised in this letter and join me in advocating for policies that prioritize the mental and emotional health of youth. Together, we can strive for a balanced approach to technology that respects the developmental needs of our youth.

With the utmost respect and hope for a positive change,

Claire Morrison

Evaluation

Answer the questions below.

1) What is the main argument of the letter?

2) Identify at least two points of evidence from the letter that the author uses to back up their main argument.

1)	<hr/> <hr/>
2)	<hr/> <hr/>

3) Is the author biased in their argument?

4) Are there any other viewpoints or considerations the author might have overlooked?

Reflection

Do you agree with the author's argument? Why or why not?

What is Procedural Writing?

Understanding Procedural Writing

Procedural writing is a type of writing that explains how to do something or how something works. It's like a recipe for actions, guiding the reader through a series of steps to achieve a specific goal. This kind of writing is everywhere, from cookbooks to instruction manuals for building a toy.



Key Features

There are several important features that make procedural writing clear and easy to follow:

- **Sequential Order:** Steps are presented in the order they need to be followed, ensuring the process is completed correctly.
- **Clarity:** Language is straightforward and precise, leaving no room for confusion.
- **Specificity:** Instructions are specific, ensuring the reader knows exactly what to do.
- **Imperative Sentences:** Commands are often used to direct the reader, starting with action verbs like "cut," "fold," or "mix."
- **Visual Aids:** Sometimes diagrams or photos are included to help explain the steps more clearly.

Example: Crafting a Kite

Let's dive into an example of procedural writing to explain how to make a simple kite.

Gather Materials

- **Durable Paper:** Choose a large sheet of lightweight but strong paper.
- **Two Sticks:** One stick should be longer than the other for the kite's frame.
- **String:** You'll need a strong string for the frame and more for flying the kite.
- **Glue or Tape:** This will hold your kite together.
- **Ribbon:** For the tail of the kite.

Steps

- 1) **Create the Frame:** Cross the two sticks in a lowercase 't' shape and secure them at the intersection.
- 2) **Attach the Paper:** Lay the frame on the paper, cut around it leaving extra for folding over the frame, and secure it.
- 3) **Add the Flying String:** Tie the string securely to the intersection of the frame.
- 4) **Attach the Tail:** Fix a long ribbon at the bottom end of the kite for stability.
- 5) **Ready for Takeoff:** Hold the string tightly and run against the wind to let your kite soar. Enjoy watching it dance in the sky!

Prereading

Before reading, answer the questions below.

Before reading, decide why you are reading this. Is it because your teacher told you to? Or is it because it looks interesting? How does that affect how you read it?

Making Connections Have you seen instructions before? When do you get instructions? Do you read them? When have you used instructions?

Order

Order the steps below from the first step to the last.

Order	Steps
	Lay the frame on the paper, cut around it leaving extra for folding over the frame, and secure it.
	Hold the string tightly and run against the wind to let your kite soar. Enjoy watching it dance in the sky!
	Tie the string securely to the intersection of the frame.
	Cross the two sticks in a lowercase 't' shape and secure them at the intersection.
	Fix a long ribbon at the bottom end of the kite for stability.

Linear Text - Recipes – Ordering Steps

Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on.




Order	Information
	Turn your oven on to warm it up to 350°F (175°C).
	Strawberry Cheesecake Recipe
	Bake in the oven and bake for 40 minutes. The center should be a bit wobbly.
	Press this mixture into the bottom of a round baking pan to make the crust.
	Materials
	<ul style="list-style-type: none"> ➤ 1 cup crushed graham crackers ➤ 1/4 cup melted butter ➤ 1 tablespoon sugar ➤ 2 packages (8 ounces each) cream cheese, softened ➤ 3/4 cup sugar ➤ 2 eggs ➤ 1 teaspoon vanilla extract ➤ 1 cup fresh strawberries, sliced ➤ 1/4 cup strawberry jam
	In a bowl, mix the crushed graham crackers, melted butter, and 1/4 cup of sugar.
	Take your creamy cheese mix and spread it over the crust in your pan.
	Crack the eggs into the cream cheese bowl, add vanilla, and beat again until everything is well mixed.
	After baking, let the cheesecake cool down. Then put it in the fridge for a few hours until it is firm.
	In another bowl, use a mixer to beat the cream cheese and 3/4 cup sugar until it's smooth.
	Just before serving, mix the strawberry slices with jam and spread them over the cheesecake.

Following Instructions – Drawing an Igloo

Draw

Follow the procedural text below to draw an igloo.

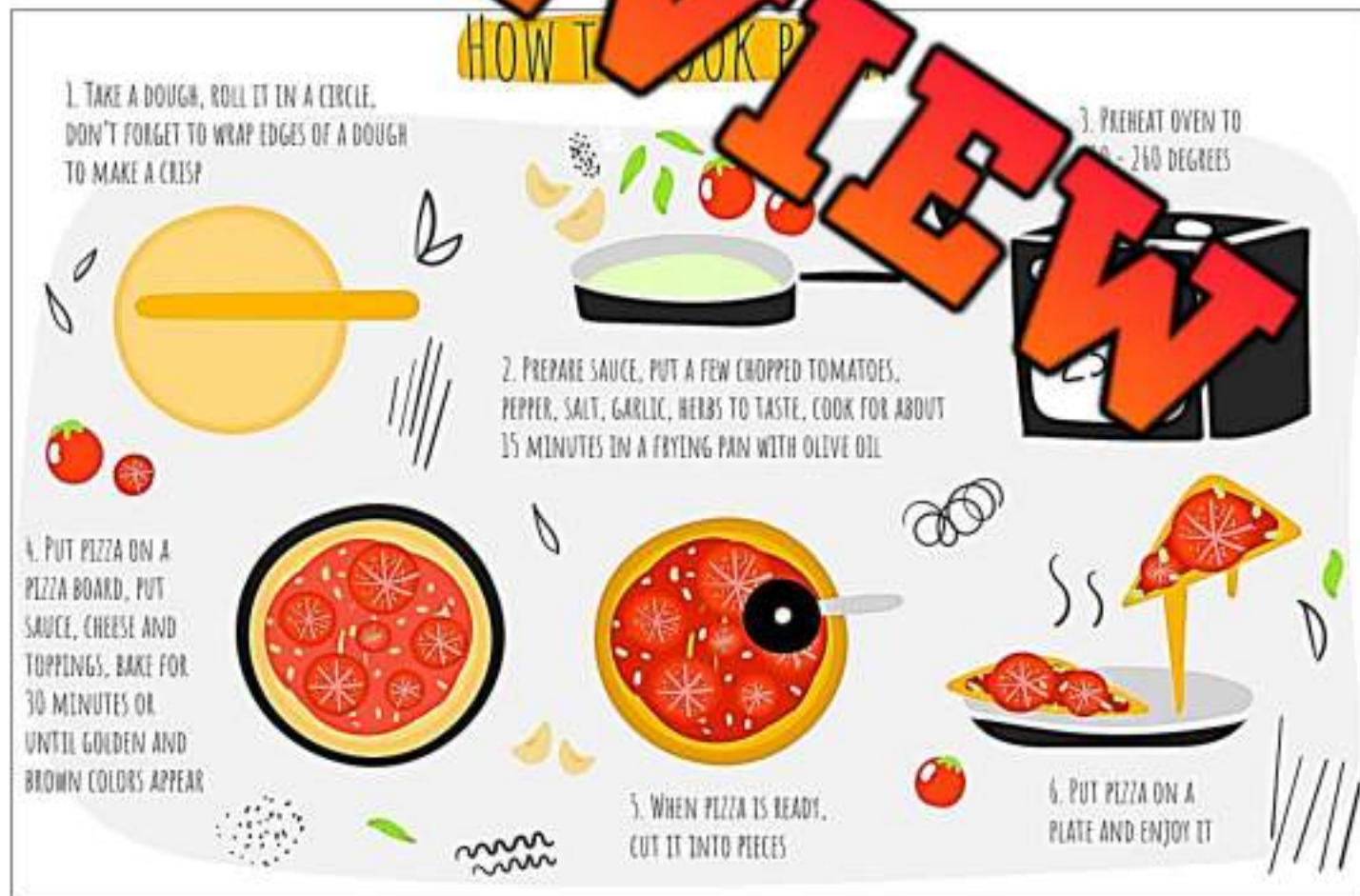
Title	Drawing an Inuit Igloo: A Fun Art Adventure!	
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Colored pencils (optional) 	
Introduction	<p>An igloo is a dome-shaped house made from blocks of snow, traditionally built by Inuit people to stay warm during hunting excursions. It is a ingenious design that uses compacted snow's insulating properties to trap heat inside, making it a crucial survival strategy in icy environments.</p>	
Step 1	Start by drawing a horizontal oval at the bottom of your paper. This will be the base of your igloo.	
Step 2	Above the oval, draw a half-circle to create the dome of the igloo. The ends should touch the edges of the oval.	
Step 3	On one side of the oval, draw a smaller circle that overlaps with the base. This will be the entrance tunnel to the igloo.	
Step 4	Draw a curved line inside the entrance tunnel for depth, making it look like you can go inside.	
Step 5	Using straight or slightly curved lines, divide the dome and base into block shapes to mimic the snow blocks of a real igloo.	
Step 6	Add more curved lines within the entrance to show the interior snow blocks.	
Step 7	Carefully erase any parts of the base oval and dome lines that overlap incorrectly, especially inside the entrance area.	
Finish	Lightly shade some blocks to give your igloo a 3D effect, showing how the blocks stack and curve.	

Comparing Instructions – Making Pizza

Compare

Read both instructions. Which is easier to understand?

Step 1	Gather your materials
Step 2	Take a dough. Roll it in a circle. Don't forget to wrap edges of a dough to make a crisp.
Step 3	Prepare sauce, put a few chopped tomatoes, pepper salt, garlic, and herbs to taste. Cook for about 15 minutes in a frying pan with olive oil.
Step 4	Preheat oven to 250-260 degrees Celsius.
Step 5	Put pizza on a pizza board. Put sauce, cheese, and toppings. Bake for 30 minutes until a golden-brown color appears.
Step 6	When pizza is ready, cut it into pieces.
Step 7	Put pizza on a plate and enjoy it.



Before Reading**Prediction**

Background knowledge – Read the title and look at the pictures. Predict what the content will be.

During Reading Write 2 questions that come to mind while you read.

After Reading

Answer the questions now

1) Which set of instructions were easier to understand? Why?

2) Make a connection: Have you ever made pizza? Or do you know someone who knows how to make pizza? Explain.

Block 7: Poetry

Focus

- ✓ Literary devices in poetry – Allegory, Foreshadowing, Symbolism
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups
- ✓ Haiku, Limerick, Acrostic, Cinquain, Rhyming Poems

Haiku Poetry – Temperature Zones

Haiku Poetry – Temperature Zones

Temperature zones are different regions on Earth that experience similar climate and weather patterns. These zones are categorized into four types: Tropical, Temperate, Polar, and Dry. Each zone has its own unique characteristics, weather, and plant and animal life.

Haikus focus on nature and are a great way to capture the essence of different environments including temperature zones. Let's explore haikus for each temperature zone:



Rainforest so green
Monkey swing from tree to tree
Every beam



Four seasons on the foot
Nature's endless



Icebergs standing tall
Penguins slide into the sea
Sunlight fades to night



Desert sun so fierce
Cacti stand like lone sentries
Sand as far as eyes



Haikus provide a compact way to describe nature's nuances. With just a few words, they can evoke vivid imagery and deep emotions, helping us connect with different aspects of the Earth. They're like little snapshots that capture the soul of a place, letting us travel there in our imagination. This makes haikus an effective way to communicate the unique beauty and challenges of each temperature zone.

Inferences

When reading poetry, you often need to make inferences as a lot of the evidence is implicit. Read the parts of the poems and explain what you think the author means.

1) "Life in every beam"

2) "Four seasons trace the landscape"

3) "Sunlight fades to night"

4) "Sand as far as eyes"

Visualizing

Read each of the poems from the reading and draw a picture illustrating.

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Limerick Poem – Symbolism

Limerick Poetry – Acid-Base Reactions

Acid-base reactions are fascinating chemical changes that occur when an acid and a base interact. In your kitchen, this can happen when baking soda (a base) reacts with vinegar (an acid). The reaction creates carbon dioxide gas, resulting in a fizzy eruption! This is the same science behind some volcanoes and even soda pop.

Symbols in Limericks

Limericks use humour and rhyme to convey a point, but here we'll also use symbols to deepen understanding. The "dancing bubbles" can symbolize the effervescence of a reaction, and "Mr. Vinegar" and "Miss Baking Soda" represent the acid and base, respectively.



Limerick for Baking Soda
In the kitchen, she's quite bold,
Miss Baking Soda, never old.
When paired with some heat,
Her rise can't be beat,
Her magic in pastries is true.

Limerick for Vinegar
Mr. Vinegar, tart and divine,
Stands for acid, in this tiny rhyme.
With fizz and a pop,
He'd dance till he'd drop,
With bases, he mixes sublime!"



How Limericks Add to Understanding

Limericks make learning about acid-base reactions entertaining and memorable. They personify the substances, making them relatable and easier to understand. The symbolism enriches the experience by adding layers of meaning that extend beyond the literal interaction of baking soda and vinegar.

Questions

Answer the questions below.

1) What is symbolism?

2) List two examples of symbolism you can find.

1)

2)

3) **Inferences:** Make inferences about the poems. What do they mean?

When paired with some heat,
Her rise can't be beat,

With fizz and a pop,
He'd dance till he'd drop,

Questioning

Write 2 questions you had about the poems

1)

2)

Cinquain Poems – Critical Thinking

Cinquain Poetry – Australia's Sparkling Treasures: Opal Mines and Gemstones

Australia is famous for its opal mines. **Opals** are unique stones because they can display all the colours of the rainbow in a shimmering play of light.

Cinquain Format

There is another form of cinquain poem that doesn't use syllables. It starts with a single word, which serves as the **subject** or **title**. This is followed by **two adjectives** that describe the subject. The third line consists of **three verbs** that relate to the subject. The fourth line delves deeper, capturing a **feeling** or deeper meaning about the subject in a four-word phrase. The poem concludes with a **single** word, which can be a **synonym** of the subject or a word that sums up its essence.

Opal

Mystical, radiant

Glowing, shifting, entrancing

Dreams of desert rainbows

Gem

Ruby

Ruby

Bright, fiery

Dazzling, igniting, warming

Passion's vivid shiny flame

Crimson

Topaz

Topaz

Golden, clear

Gleaming, setting, enchanting

The sunset's lasting glow

Radiance

Sapphire

Sapphire

Deep, regal

Shining, enduring, calming

Night's royal embrace

Blue

Emerald

Emerald

Lush, vibrant

Shimmering, captivating, growing

Heart of verdant forests

Green

Diamond

Diamond

Brilliant, hard

Reflecting, cutting, enduring

Stars bound to earth

Eternal

Critical Thinking

Answer the questions below.

1) Which stones or colours have symbolic meanings?

2) What emotions does the "Diamond" poem make you feel? Happy, sad, excited, calm, scared, silly, surprised, nervous, creative, etc. Explain.

3) Which poem did you like the best?

You Choose

Choose a reading comprehension strategy to help you understand the text - Preview, Making Predictions, Ask Questions, Make Connections, Summarize, Evaluate, Making Connections, Synthesizing.

Why did you choose this strategy?

Identifying Poems and Literary Devices

Instructions

Name the type of poem and then circle the literary devices used

Raindrop on a leaf,
Umbrella for a small ant,
Nature's simple gift.

Poem Type	
Literary Devices Used	
Symbolism	
Foreshadow	

A moon in the sky shining bright,
Claimed it was the sole source of light.
A symbol of pride,
It couldn't quite hide,
The sun would reclaim at first light.

Poem Type	
Literary Devices Used	
Symbolism	Hyperbole
Foreshadow	Rhyme

Storm clouds dark and looming,
Brewing and forewarning,
Anxiety in the air,
Danger.

Poem Type	
Literary Devices Used	
Symbolism	Foreshadow
Allegory	Simile

Things that dance and sway,
Sense of life's harsh ordeal,
Raging winds do
Fierce does

Poem Type	
Literary Devices Used	
Symbolism	Allegory
Foreshadow	Idiom

A river, like a twisting, turning tale,
Its water smooth, suddenly a gale.
Each bend and twist, a flow in stream,
An allegory of life's complex dream.

Poem Type	
Literary Devices Used	
Symbolism	Allegory
Foreshadow	Rhyme

Spilled the beans too fast,
Secrets can't be kept for long,
Cat's out of the bag.

Poem Type	
Literary Devices Used	
Symbolism	Allegory
Foreshadow	Idiom

Block 8: Book Reviews

Focus

- ✓ Bias in book reviews – identify explicit and implicit perspectives
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews – Allegory, Symbolism, Foreshadowing

Implicit and Explicit Perspectives – Book Reviews

When you read book reviews, you'll notice that the reviewer's opinion can be shared in two different ways: explicit and implicit perspectives. Here's what they mean and how you can spot them.

Explicit Perspectives:

When a book reviewer clearly states their opinion, that's an explicit perspective. For example, "I loved the characters in this book; they felt real and relatable."



Implicit Perspectives:

Sometimes a reviewer's feelings are hinted at, not clearly said. This is called an implicit perspective. For example, "The book's setting was beautiful," only about the book's setting and avoids discussing the characters. You might think that the reviewer found the characters uninteresting.

Perspectives _____ the perspective is implicit or explicit in the sentences below?

1) The book kept me on the edge of my seat from start to finish.	Implicit	Explicit
2) Not a page-turner by any means.	Implicit	Explicit
3) This book is a must-read for everyone.	Implicit	Explicit
4) It left me thinking long after I had finished the last chapter.	Implicit	Explicit
5) It's hard to put down.	Implicit	Explicit
6) The pages seemed to turn themselves.	Implicit	Explicit
7) The dialogue felt natural and engaging.	Implicit	Explicit
8) It's one of the best books I've read this year.	Implicit	Explicit

Perspectives _____ The author implicitly described their perspective. What do you think it is?

1) May require some patience to get through.

2) The pages seemed to turn themselves.

Finding Bias in Reviews

What is Bias in Reviews?

Bias in reviews refers to the presence of personal opinions, preferences, or prejudices that can influence the reviewer's judgment. For example, if a reviewer prefers fantasy books and generally dislikes science fiction, their review of a science fiction book may be less favourable.

Similarly, a reviewer may give high praise to a book by their favourite author, even if the book has noticeable flaws. It's important to consider potential biases when reading or writing reviews.

Read the reviews and answer the questions.

Review: "Saving the Rainforest" – 1/10

Oh, where do I start with "Saving the Rainforest"? As someone who absolutely loves action movies, I found this documentary to be the complete opposite of entertaining. First of all, there were no breathtaking action scenes, which are a must in any good film. Instead, we got to watch people talking about rainforests and animals for what felt like an eternity. Yawn.

The narrator's voice was so monotonous I almost fell asleep. And let's not forget the soundtrack – classical music? Really? Where were the adrenaline-pumping tunes to keep the audience engaged?



It's clear that the filmmakers were trying to get people to care about the environment or something, but they totally missed the mark. I mean, why make a movie about a forest when you could make one about spies or superheroes? This was a total waste of time and money. If you're looking for excitement, steer clear of "Saving the Rainforest."

1) Why is this review a biased review? What is the author's bias?

2) Should you believe everything the author writes about the movie? Why or why not?

Movie Review: "The Marvels of the Solar System " – Rating 10/10

Oh my goodness, this is the best movie ever! As a space lover, I'm telling you, no other film comes close. The special effects? Astounding! They made Jupiter look so realistic that I felt like I was flying by it. The narrator? His voice was like honey for the ears. I couldn't imagine learning about space from anyone else. And the soundtrack? Absolutely magnificent. Learning about space is the best! There is no reason to watch any other movie! A perfect 10/10!



1) Why is this a biased review? What is the author's bias? Give examples from the text.

2) Did the author state their bias? Did they say if you like _____, you'll like this movie?

3) Why is it helpful to state bias when writing a review?

Book Review: "The Magical Quest of Elara"

Wow, "The Magical Quest of Elara" is literally the best book ever written. My nickname is Stella SpellBound and believe me, you can't miss a book by Elara. Elara is the coolest heroine and her adventure had me hooked from the first page. The magic? So awesome! The bad guys? Super scary but in a good way. You'll be missing out big time if you don't read this masterpiece. Clearly, it's a 10/10!



1) Did the author make their bias clear? What do you think is their bias?

2) Do you find this review helpful in deciding if you would like this book? Explain.

Activity: Detecting Bias in Online Reviews

Objective

What are we learning more about?

To help students recognize and understand bias in online reviews by analyzing real-world examples.



Instructions

How do we complete the activity?

- 1) **Choose a Product or Place:**
Select a product on Amazon or a location on TripAdvisor that you're interested in, such as a toy, book, gadget, hotel, or a tourist spot.
- 2) **Reading Reviews:**
Spend some time reading reviews for your chosen product or location. Aim to read a mix of positive and negative reviews. As you read, think about the reviewer's perspective.
- 3) **Detecting Bias:**
While reading, look for any signs of bias in the reviews. Bias might be shown in many ways:
 1. Personal experience affecting the whole review (e.g., "I lost my luggage, so the entire vacation was horrible.")
 2. Over-generalization based on one instance (e.g., "I was disappointed within a day. All products from this brand are terrible!")
 3. Clear personal preferences influencing the review (e.g., "I don't like books, so I hated this book.")
 4. External factors affecting the review (e.g., "It rained during our trip, so this amusement park is the worst.")
- 4) **Quoting & Analyzing:**
On your paper, quote snippets from reviews that you believe show bias.
 1. Write the quote on the backside of this paper
 2. Then explain the bias
- 5) **Class Discussion:**
Once everyone has had a chance to analyze several reviews, come together as a class. Each student can share a biased review snippet they found and discuss why they believe it's biased. This will help reinforce the understanding of bias and allow for collaborative learning.

Name: _____

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Curriculum Connection
CST7.1, CST7.6

Research

Fill in the table below.

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

PREVIEW

Our Voice in Review Writing

What is Voice in Writing?

In review writing, "voice" refers to the unique style and tone used by the reviewer to convey their thoughts and feelings about the subject. It is the personal touch that distinguishes one reviewer's work from another's. Voice can manifest through the use of specific vocabulary, sentence structure, and even humour or seriousness.

For example, a reviewer with a playful voice might use informal language and jokes, while another with a more serious voice might opt for a formal and analytical style.

Voice Family of 4 watched a movie and each wrote a review. Read them below.

A) I really liked all the animals in the movie, especially the monkeys! They were so funny, jumping from branch to branch. The birds were pretty kewl too. Can we go to the zoo now? I wanna see them in real life! Really enjoyed it.

B) I absolutely adored 'Nature's Wonders'! Captivating scenery is something I think all children should see. This movie is a perfect blend of education and entertainment. I think it's a perfect film to show in schools. Beyond its educational value, it's just mesmerizing to watch. A real triumph!

C) I mean, it was okay, I guess. Probably more of something older's thing. But, I have to admit, the graphics and camera work were pretty cool.

D) That was a solid documentary. It strikes a good balance between informative and sheer entertainment. The cinematography was top-notch and the narration was engaging. I learned a few things and was entertained throughout. I wouldn't mind watching this again on a lazy weekend.

1) Which family member wrote which review?

Dad		Mom		Teenager		Youngest	
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2) Are you 100% positive about the guesses above? Why or why not?

Literary Devices in Reviews

Literary devices in reviews are special ways of using words to make the review more interesting and to help explain how you feel about the book, movie, or music. They make your points stronger and catch the reader's attention.

1. **Foreshadowing** is like a hint or clue about something that will happen later in the story. It's like when a character finds a mysterious key, and you know it'll be important later on.
2. **Allegory** is when characters or events in the story stand for something else, like an idea or emotion. Think of it as a longer, story-based symbol.
3. **Symbolism** is using an object, character, or event to represent something more than it is. For example, a heart can symbolize love.

Examine Read the review below and find examples of the literary devices used.

Movie Review: "The Lost Key" - 4/5 stars

"The Lost Key" is an exciting adventure movie that keeps you on the edge of your seat! The story is about a group of kids, led by a brave girl named Zoe, who find a mysterious key in their school library. The key has strange powers, and the moment they find it, weird things start to happen. Books float, doors open, and a secret door appears!

This movie is filled with lots of suspense and magic. The special effects are really cool, especially when the kids use the key to unlock secrets. But here's the interesting part: they find an old diary right before using the key, and the diary mentions a "price to pay" for unlocking secrets. This made me wonder what challenges await them in the sequel, as this part really felt like a clue or foreshadowing.

If you like mysteries and adventures, you should definitely watch "The Lost Key." Just be prepared for a cliffhanger ending!

Foreshadow – What can you foreshadow from the review? What might happen in the movie? Explain why you think so.

Block 9:

Graphic Texts

Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, memes, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

Understanding Comics

Analyze

Read the comic and answer the questions.

**Circle the text features used:**

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

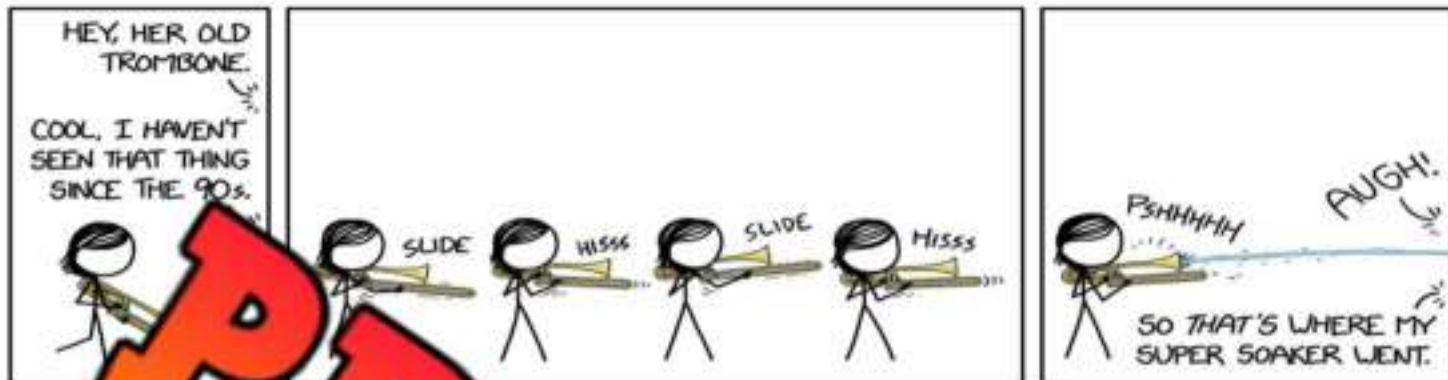
2) Is the joke explained explicitly, or is it implicit? Explain the joke.

3) **Global Inference:** Make an inference based on the entire comic. (ex – Mr. Duck isn't a very good pet owner as he overfeeds his pet).

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



1) What is the comic about? Describe the joke.

2) What do you think of this comic? Explain.



1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of in your life?

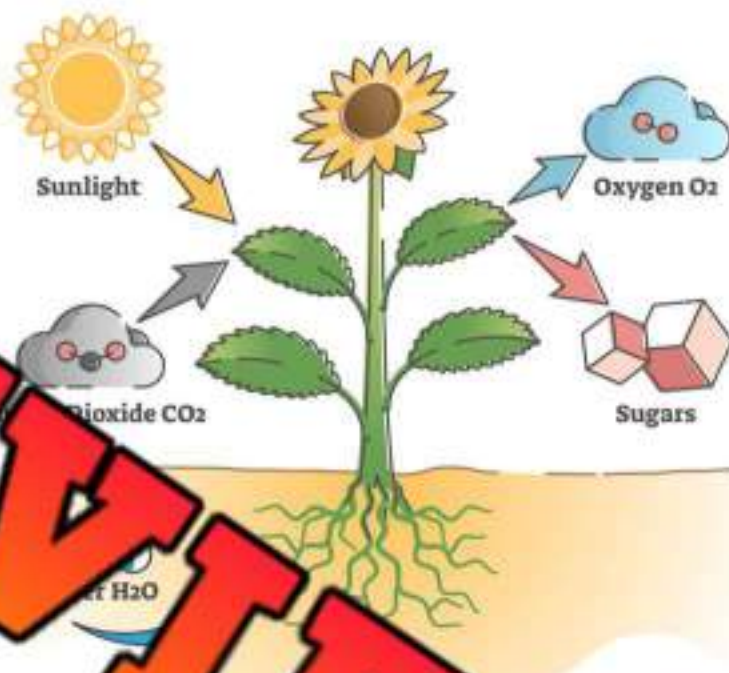
Text Features in Infographics

Examine

Read the infographic and answer the questions.

Infographics are visual tools that help present information or data in an easy-to-understand way. Instead of reading long paragraphs, you can quickly grasp the main points through pictures and short texts. Features in infographics include:

- **Icons:** Small pictures that represent a concept or idea.
- **Charts:** Graphs and tables that show numbers and trends.
- **Colour Coding:** Different colours to highlight important information.
- **Headings:** Big, bold titles that tell you what each section is about.



1) Give the infographic a title.

2) What do plants take in during photosynthesis?

3) What do plants give out during photosynthesis?

4) Were you able to learn a lot from this infographic? Was this easier to understand than a paragraph? Explain.

Reading Maps – Text Features

Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- Country Names: Look for big, capitalized words like CANADA.
- Provinces and Territories: Smaller, but still capitalized words are provinces, like ONTARIO.
- Cities and Towns: Names with only the first letter capitalized are cities or towns, like Vancouver.
- Red Dots: The smaller red dot is for a city, and a bigger red dot is for the capital of Canada.



Reading Maps – Text Features

Questions

Answer the questions below.

1) What do the big, capitalized words on a map usually represent?

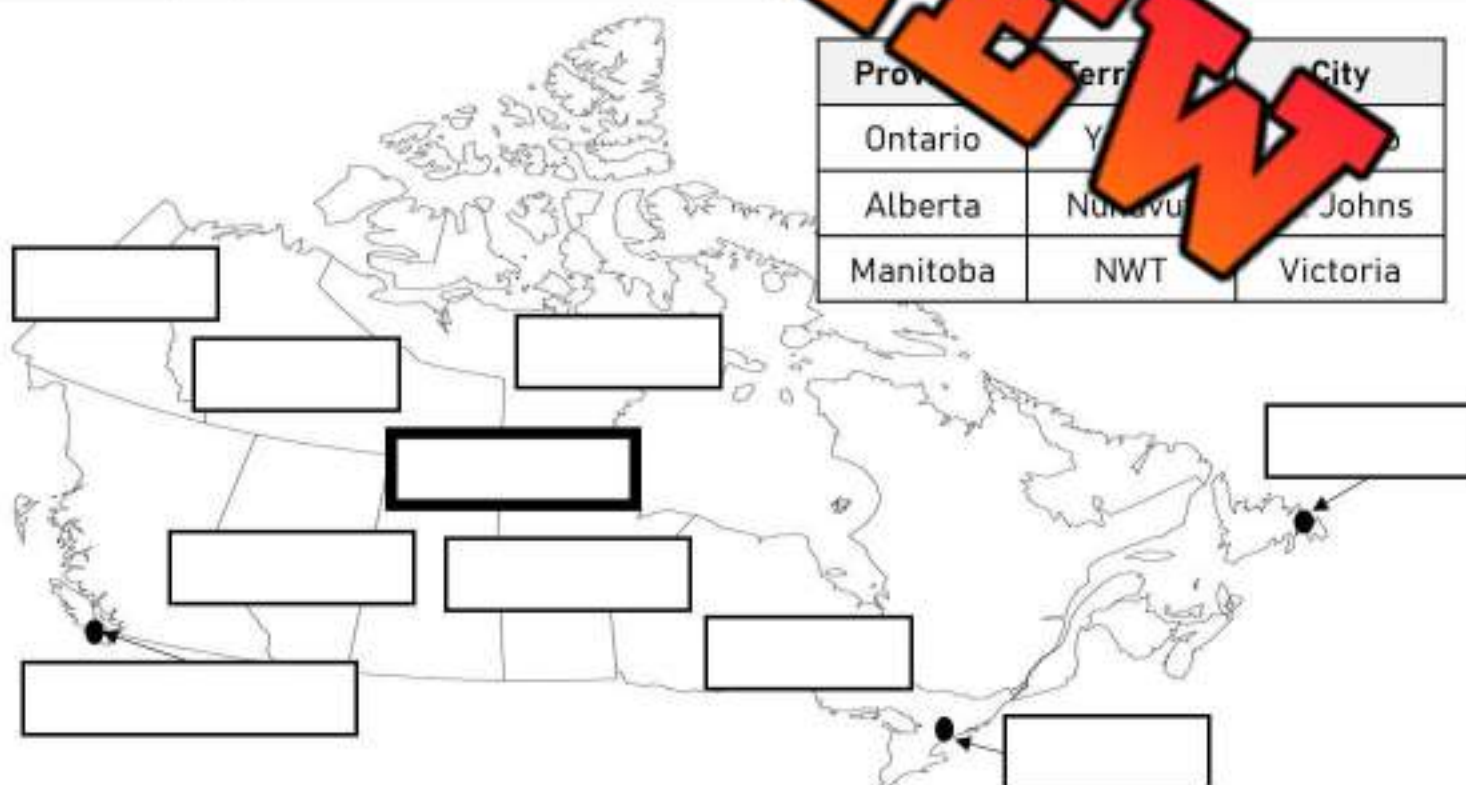
2) How can you identify provinces or territories on a map?

3) How do you identify cities on a map?

4) What do black dots on a map usually represent?

Think

Label the provinces/territories/cities on the map using the word bank. Use the correct capitalization. Label Canada in the box with the single thick black border.



Block 10: Biographies

Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections
- ✓ Text Patterns in Biographies – glossary, index, preface, captions, timelines, headings, etc.

Biography – Viola Desmond

Viola Desmond: A Canadian Heroine of Civil Rights

Preface

This biography will introduce you to a remarkable Canadian woman—Viola Desmond. Viola wasn't an astronaut or a scientist, but she was a fearless **advocate** for **civil rights**. She stood up against racial **segregation** in Canada and became a symbol of courage and justice. In this biography, you'll learn about her early life, her brave stand, and her enduring impact on Canada.

Early Life and Ventures

Viola was born on July 6, 1914, in Halifax, Nova Scotia. She trained as a beautician because, due to racial **discrimination**, she wasn't allowed into Canadian beauty schools. She eventually started her own beauty line and even opened a beauty school, making education accessible to Black Canadians.

A Brave Stand

In 1946, Viola made headlines when she refused to leave the "whites-only" section of a movie theatre in New Glasgow, Nova Scotia. She was arrested and fined, but her act of **defiance** shone a light on the unfair practice of racial segregation in Canada.

Lasting Impact

Viola Desmond's courage didn't just stop at a movie theatre. Her story inspired the civil rights movement. Her story became an important part of Canadian history, leading to discussions about civil rights and ultimately changes in laws. Her legacy continues to inspire Canadians to fight against inequality and injustice.

Timeline

- **1914**: Born in Halifax, Nova Scotia
- **1937**: Opened her own beauty school
- **1946**: Stood against racial segregation in a theatre
- **1965**: Passed away, but her legacy lived on
- **2018**: Became the first Canadian woman to appear alone on a \$10 bill

Glossary

- **Advocate**: A person who publicly supports a cause.
- **Civil Rights**: The rights of individuals to be treated equally under the law.
- **Defiance**: Open resistance against authority.
- **Discrimination**: Treating someone unfairly based on their race, gender, or other characteristics.
- **Segregation**: The practice of keeping people separated based on race or ethnicity.



Viola Desmond

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Viola Desmond.**During Reading**

Stop and write questions about what you are reading.

1

2

3

Questions

Answer the questions below.

1) What is a glossary? Why are they helpful when reading a report on _____?

2) How does the picture of Viola Desmond help you understand her better?

3) What do you think Desmond's biggest accomplishment was?

Biography – Tecumseh

Tecumseh: A First Nation Leader Who United Nations

Early Life

Tecumseh was born in 1768, near Springfield, Ohio, in the United States. He was a member of the Shawnee nation. His father died in battle when he was young, and this loss deeply affected him. From a young age, Tecumseh knew he wanted to make a difference for his people.



Tecumseh

Uniting Nations

Tecumseh was a strong and **charismatic** leader. He believed that First Nations needed to unite to protect their lands from **European settlers**. In his vision, he travelled widely, **recruiting** warriors from many nations and forming **alliances**.

Lasting Impact and Legacy

Tecumseh's dream of a united First Nation wasn't fully realized, but his vision and leadership left a lasting impact on North American history, inspiring future generations to work toward justice for **Indigenous** peoples. His life and teachings are still studied and honored today.

Timeline

- **1768:** Born near Springfield, Ohio
- **Early life:** Affected by the loss of his father in battle
- **1800s:** Began efforts to unite First Nations
- **1813:** Died in the **Battle of the Thames**, but his legacy continued to inspire

Glossary – Fill in the Glossary Below

Warren Buffett: The Great Philanthropist

Warren Buffett's Early Life

Warren Buffett was born on August 30, 1930, in Omaha, Nebraska. As a child, he showed an early knack for numbers and was already thinking about ways to invest money.

Seeds of Ambition

Even with humble beginnings, Buffett was eager to learn about business. He bought his first stock at the age of 11 and delivered newspapers to earn extra money.

Investing Success and Philanthropy

Warren Buffett is best known for being one of the world's most successful investors. He is the chairman of **Berkshire Hathaway**, a company that owns various other businesses.

Wisdom Through Writing

Buffett is not only a successful investor but also a prolific author and speaker, sharing his knowledge on investment strategies and the importance of **ethical business practices**.

Giving Back

Besides accumulating wealth, Buffett has committed to donate the majority of his fortune to charitable causes. He co-founded the Giving Pledge with Bill Gates, encouraging billionaires to give away a large part of their wealth to charity.

The Oracle Speaks

Buffett has been known as the "**Oracle of Omaha**" for his profound insights into investing. Through his annual letters and interviews, he imparts wisdom that has guided both new and experienced investors.

Timeline

- 1930: Born in Omaha, Nebraska
- 1941: Bought his first stock
- 1951: Earned a Master's degree in Economics from Columbia University
- 1965: Took control of Berkshire Hathaway
- 2010: Co-founded the Giving Pledge with Bill Gates

Glossary

- **Investing:** The act of putting money into assets with the hope of achieving a profit.
- **Philanthropy:** The desire to improve the well-being of others through charitable donations.
- **Berkshire Hathaway:** A conglomerate holding company headed by Warren Buffett.
- **Oracle of Omaha:** A nickname for Warren Buffett due to his investment expertise.
- **Ethical Business Practices:** Conducting business in a manner that is morally right.



Text Features

Answer the questions below.

1) Write the headings used in the biography.

2) Write the subheadings used in the biography.

3) How did the text help you understand the text?

Timeline

Make a timeline by drawing a graphic and labeling the important events in Warren Buffet's life.

Organizing a Biography

Read

The report below has been organized incorrectly. Reorder the headings, sub-headings, preface, and index by writing the letters in the correct order

Alexander Graham Bell: The Voice Across Distances

A) Wires and Waves: The Voice of Innovation

The contributions of Alexander Graham Bell have resonated across time and space, revolutionizing the way we communicate. His ingenuity and vision opened up new vistas for humanity, making him a trailblazer in the world of telecommunications.

B) Early Years and Childhood Fascination

Step into the young life of Alexander Graham Bell, whose childhood enthusiasm for sound and language set the stage for his groundbreaking discoveries.



C) Preface

Have you ever wondered how the telephone was made? Alexander Graham Bell, a brilliant inventor and scientist, transformed our world by transmitting thoughts and ideas through sound. This biography will introduce you to the man who made voice communication across distances possible.

D) The Sound of Youth

Alexander Graham Bell was born on March 3, 1847, in Edinburgh, Scotland. Growing up, he was engrossed in the study of sound, influenced by his parents, Melville and Eliza, who were both experts in speech and elocution. Bell's passion for understanding the human voice led him on a quest for knowledge that would ultimately shape the future.

E) Connecting Worlds: The Invention of the Telephone

Learn about the critical steps that led Bell to invent the telephone and how his invention has shaped our modern world.

F) The First Hello

On March 10, 1876, Alexander Graham Bell made history. Using his invention, the telephone, he spoke the first words ever transmitted electronically: "Mr. Watson, come here, I want to see you." This marked the beginning of a new era in human communication.

G) Beyond the Telephone: Other Contributions

While the telephone may be his most famous invention, Bell's curious mind led him to explore other areas as well. He conducted research in flight, renewable energy, and even founded the National Geographic Society. His work extended beyond one invention, adding multiple layers to his legacy.

Order

List the letters in order from which paragraph/part should go first, to which should go last. (A to G)

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Critical Thinking

Answer the questions below.

1) Did the preface do its job in explaining what the biography will be about?

2) Did the preface do its job in preparing you to read the rest of the biography? Explain.

You Choose

Choose a reading comprehension strategy to help you understand the text - Preview, Making Predictions, Ask Questions, Make Connections, Summarize, Evaluate, Activate Prior Knowledge, Make Inferences.

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Why did you choose this strategy?

How did it help you understand the text?
